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ABSTRACT

The second volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on the psychology of individual behavior and is divided into three separate documents. Like Volume One (EM 010 420), it is also a self-instructional, syndactic text with discussion sections and criterion quizzes. EM 010 421 and EM 010 422 are the first and second parts of this volume, and EM 010 424 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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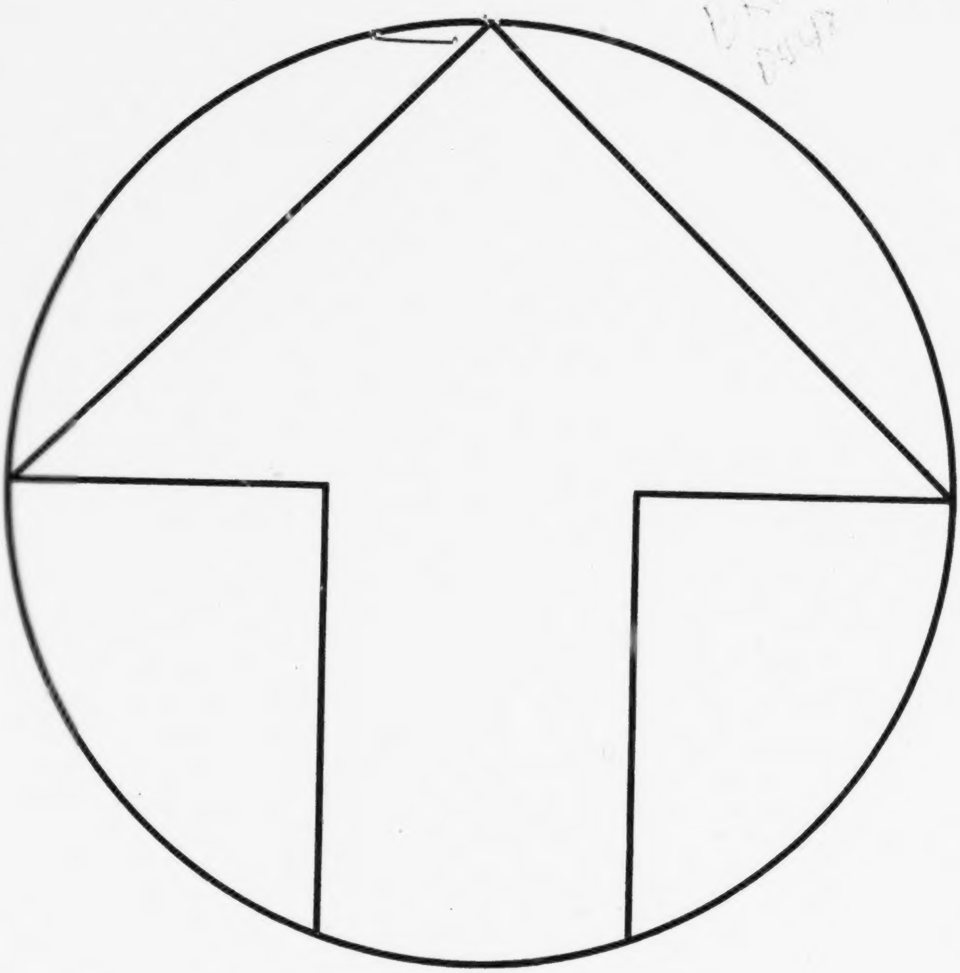

Introduction To Psychology And Leadership

Volume II-C

Individual Behavior

EM 010 483

ED 071281

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segments VI, VII, VIII & IX

Volume II-C

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Annapolis, Maryland
1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO
INDIVIDUAL BEHAVIOR

Segment VI
Motivation

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

"Mother: Johnny, why are you
always fighting with
your brother?
Johnny: Cause I hate him--
that's why."

(Vibrations from a Playground,
Any Town, U. S. A.)

The why of human behavior is one of the more complex problems the psychologist attempts to explain. Early poverty may motivate a man to seek wealth or it may cause him to accept lifelong poverty. There are various schools of motivational theory and all have their place. The material that follows provides some basis for the reader to examine his own behavior and to learn to be careful in making assumptions about cause-effect relationships in other people's conduct.

MOTIVATION

Summary 1

Drive

Motivation

Motivation refers to those internal (bodily) and external (environmental) conditions that initiate, direct, and maintain behavior. There are two general conceptualizations of motivation: drive theories and empirical theories.

Drive theories are based on the concepts of drive and need. Need refers to an internal condition of deprivation, a lack or deficit within the individual such as the "need" for approval. Drive refers to the "energized," aroused state of an organism which results from the condition of need, e.g., a status drive. Neither drives nor needs are directly observable. They are inferred from the goal-directed behavior of the organism. For example, we see a man drinking water and infer need and drive (i.e., he has a need for water and is driven by thirst). The term drive is often used interchangeably with need, but it has the further implication that it supplies an impetus to behavior.

The two basic types of drives are primary and secondary drives.

There are two types of primary drives: primary physiological and primary psychological.

a. Physiological drives appear to originate in the organism's undeniable biological requirements. They rise from changes in bodily conditions. When these changes disturb the "bodily balance" (homeostasis), the body reacts to regain or to maintain homeostasis. If we eat too much salt, the body is returned to homeostasis by drinking water. Physiological drives motivate the behavior of the organism in directions which lead to required alterations (the attainment of homeostasis) in the internal environment. These drives are initiated, directed, and maintained by inherited structures; however, the ways in which they are satisfied are greatly influenced by learning. Hunger, thirst, pain, and sex are examples of primary physiological drives. Severe deprivation of any of the primary physiological needs (excluding sex) usually causes the death of the organism.

b. Primary psychological drives have the same characteristics as primary physiological drives, except that there is no evidence of bodily need in psychological drives. Activity, stimulation, and affection (contact comfort) are examples of primary psychological drives. Severe deprivation of any of the primary psychological drives usually results in abnormal behavior.

Secondary drives are acquired through learning (experience). It appears that the goals which satisfy these drives are acquired and the behavior which serves to obtain these goals is learned.

Secondary drives include fear and many complex social behaviors. Some examples of these social drives are listed below.

a. Affiliation. Human beings, by and large, are gregarious creatures; affiliation with other people is a goal that satisfies or can satisfy many different drives.

b. Social approval. Another common motive is to seek social approval for the things we do and to avoid doing things that evoke social disapproval.

c. Status. At its minimum, this is the motive to be thought well of by others, to have a respectable standing among the people one knows, and not to be considered inferior.

d. Security. A personal feeling of security, or lack of it, is also an important motive, especially in modern complex societies.

e. Achievement. A motive to accomplish something, to succeed at what one undertakes, and to avoid failure is quite strong, particularly in the middle class in the United States.

Deprivation of any of the secondary drives will not usually cause mental or physical breakdown, but emotional and social problems may arise.

Generalized response tendencies. The tendency to respond is said to be generalized if the individual continues to respond after the initial incentive is no longer present. New sources of reinforcement come into play.

Conditions which produce generalized response tendencies are:

a. Strong incentive (either reward or punishment) may have been used to initially establish the response, but the learner has reached a sufficient skill level so that more intrinsic incentives are possible.

EXAMPLE: A child may be punished to keep playing the piano, but as his skill increases, the social praise of his talent soon becomes sufficient to maintain the response.

b. Secondary drives may eventually become generalized or autonomous if frequently satisfied by a variety of incentives.

EXAMPLE: The drive to acquire money is a good example of generalized secondary drive. The motive for money is learned by the association of money with other reinforcers (food, shelter, etc.). Eventually, however, money may become "its own reward"; an individual may seek to obtain or to hoard it when there is no objective need for it.

This is the end of Summary 1. Now, go to Summary Pre-Quiz 1 on the next page.

Summary Pre-Quiz 1

Drive

Answer the following questions as indicated in your Student Guide. (More than one answer may be correct.)

---

1. Which phrase properly defines motivation?

   a. Any behavior

   b. Any primary or secondary emotion

   c. Any internal or external condition which initiates, directs, and/or maintains behavior

   d. Synonymous with drive

---

2. Match the terms in the right-hand column with the appropriate drive shown in the left-hand column by indicating either a or b opposite the numbers in the right-hand column.

   a. Psychological drive

   b. Physiological drive

   1) Thirst

   2) Affection

   3) Hunger

   4) Sex

   5) Activity

3. Which is true of primary physiological drives? (More than one answer is possible.) They ____________.

a. Are unlearned
b. Are the result of disturbances in homeostasis
c. Are directly measurable
d. Satisfy learned goals
e. None of the above

4. Which is true of secondary drives? They ____________.

a. Are primarily psychological in origin
b. Are learned
c. Include fear
d. Include social behaviors
e. All of the above

5. MIDN 3/c King, with failing grades in math, was placed on probation by the Academy for one semester. Thereupon, he concentrated seriously on his studies and achieved a semester average that qualified him for the Superintendent's List. From then on, through his graduation, he maintained a high B or A average each semester.

What does the above situation illustrate?

a. The concept of generalized response tendency
b. An internal condition of deprivation
c. Primary reinforcement
d. Initial motive

Now, go to page 8 and check your answers.

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. c
2. a-2, 5; b-1, 3, 4
3. a, b
4. e
5. a

If all your answers are correct, go to Summary 2 on page 21. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Drive

OVERVIEW: The two general classifications of motivational theories are drive theories and empirical theories. Summaries 1, 2, and 3 discuss needs and drives. Summary 4 takes up the subject of motivation according to empirical theories.

---

1 In psychology, motivation refers to the internal or external conditions that "energize" behavior.

Which situation specifically illustrates motivation?

a. MIDN Hall hears the band playing the National Anthem so he stops, faces the sound of the music, and salutes.

b. As MIDN Hall leaves the building, the band commences to play the National Anthem but Hall stumbles and falls down the steps.

c. Both of the above

d. None of the above

---

2 Which conditions motivate behavior?

a. Conditions external to the organism

b. Internal conditions of the organism

c. Both of the above

d. None of the above

3 Primary physiological drives are types of internal conditions of organisms that motivate behavior. The purpose of these drives is to maintain bodily functions.

Which of these is a primary physiological need?

a. The need to sleep

b. The need to eat

c. Both of the above

d. None of the above

---

4 Which illustrates primary physiological drives?

a. The need for sleep

b. The need for self-esteem

c. Both of the above

d. None of the above

---

5 A second type of primary drive involves psychological drives. Fluffing your pillow may be the result of the psychological drive of comfort.

Which of these is a psychological drive?

a. The need for rest

b. The need for affection

c. None of the above

6 Match the following.

a. Primary physiological drive	1) The need for relief of pain
b. Primary psychological drive	2) The need for affection
	3) The need for stimulation
	4) The need for water

---

7 The body needs water to survive, but that need is not translated into a drive until the organism is deprived of water.

Which is true?

a. Need and drive are synonymous.

b. Need implies a condition, while drive implies the impetus to behavior aimed at satisfying the need.

c. None of the above

---

8 Needs are characterized as an internal condition.

What is necessary before a need gives rise to a drive?

a. Affection

b. Deprivation

---

9 We can infer that there is a physiological need for water if a:

a. Severely water-deprived animal dies

b. Water-deprived animal struggles to get water

c. Both of the above

d. None of the above

10 We find needs and drives useful as explanations of behavior. For example, if we are told an animal is hungry, what can we predict?

- a. That he will drink
- b. That he will eat
- c. Both of the above
- d. None of the above

11 As we grow up, many new needs and drives are acquired. These acquired drives and needs are referred to as secondary.

Which of these is a secondary drive?

- a. Drive toward success
- b. Drive toward social approval
- c. Both of the above
- d. None of the above

12 Look at the five examples of secondary drives listed in the summary statement. Some are social in nature, while others are personal.

Match the following.

- a. Social
- b. Personal
- c. Both of the above

- 1) Affiliation
- 2) Social approval
- 3) Status
- 4) Security
- 5) Achievement

13 Lack of water is said to precede thirstiness.

Which statement is correct?

a. Deprivation precedes drive.

b. Drive precedes deprivation.

14 Most, but not all, secondary drives are psychological. Drug addiction is one form of physiological secondary drive.

Why is drug addiction a secondary drive?

a. It is acquired.

b. It is instinctive.

15 Which is the correct motivational sequence?

a. Thirsty ----- lack of water ----- drinking water

b. Lack of food ----- hungry ----- eating food

16 Match the following.

a. Primary drive

b. Secondary drive

1) Desire to avoid pain

2) Wanting food

3) Seeking water

4) Aroused state to fight for a friend

5) Seeking money

6) Desire to search for physical comfort

17 The drive to alleviate boredom through stimulating experiences is a primary drive.

The stimulation drive is an example of which?

a. A primary physiological drive

b. A primary psychological drive

c. None of the above

---

18 Match the following drives.

a. Primary psychological drive

b. Secondary drive

c. Primary physiological drive

1) Sex

2) Affiliation

3) Achievement

4) Itch

5) Stimulation

---

19 Which is true of all social drives?

a. They have physiological roots.

b. They are secondary drives.

20 Response tendencies are said to have become generalized when the individual continues to respond after the initial incentive or motivation is absent.

Which is an example of the generalization of response tendencies?

a. An ensign, whose family was once so poor that they never had enough to eat, now keeps his pantry, refrigerator and closets overflowing with food.

b. Another ensign, fancying himself somewhat of a gourmet, also overstocks his pantry, refrigerator, and closets with food.

c. None of the above

---

21 As a young boy, MIDN 1/c Russi was forced by his mother to be always very polite and to use very good manners. When he behaved in a discourteous manner he was severely punished. As he grew up, and entered the Academy, he continued in his efforts to be courteous at all times. This is another example of the concept of drive generalization.

Which is true?

a. New sources of reinforcement came into play.

b. Initially the behavior was established by aversive means, but these now are absent.

c. Both of the above

d. None of the above

22 Extrinsic reinforcement is often used to establish a behavior, but later intrinsic reinforcement may maintain that same behavior. This can be illustrated by a situation in which a father pays his son to ask the daughter of an important client to a movie. Later, at the Academy, the son continues to take the girl to the movies even though no money is contingent upon his dating.

What is his source of motivation in dating the girl?

a. The desire for monetary gain

b. The desire for affection

---

23 Which is true?

a. Usually, when the drive is satisfied, the behavior is temporarily eliminated.

b. A behavior may, under certain circumstances, continue to be exhibited, even though the original motive is absent.

c. Both of the above

d. None of the above

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

Drive

Answer the following questions as indicated in your Student Guide. (More than one answer may be correct.)

1. Which is true of primary physiological drives? (More than one answer is possible.) They_____________.

   a. Satisfy learned goals
   b. Are directly measurable
   c. Are the result of disturbances in homeostasis
   d. Are unlearned
   e. None of the above

2. MIDN 3/c King, with failing grades in math, was placed on probation by the Academy for one semester. Thereupon, he concentrated seriously on his studies and achieved a semester average that qualified him for the Superintendent's List. From then on, through his graduation, he maintained a high B or A average each semester. What does the above situation illustrate?

   a. Primary reinforcement
   b. The concept of generalized response tendency
   c. An internal condition of deprivation
   d. Initial motive

3. Which is/are true of secondary drives? They __________.

   a. Are learned
   b. Are primarily psychological in origin
   c. Include fear
   d. Include social behaviors
   e. All of the above

---

4. Match the terms in the right-hand column with the appropriate drive shown in the left-hand column by indicating either a or b opposite the numbers in the right-hand column.

   a. Physiological drive
   b. Psychological drive

   1) Hunger
   2) Thirst
   3) Affection
   4) Sex
   5) Activity

---

5. Which phrase properly defines motivation?

   a. Any internal or external condition which initiates, directs and/or maintains behavior
   b. Synonymous with drive
   c. Any behavior
   d. Any primary or secondary emotion

Now, check your answers on page 20.

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ANSWERS TO SUMMARY POST-QUIZ 1

1. c, d
2. b
3. e
4. a-1, 2, 4; b-3, 5
5. a

Now, go to Summary 2 on the next page.

Summary 2

Conceptualizations of Drive

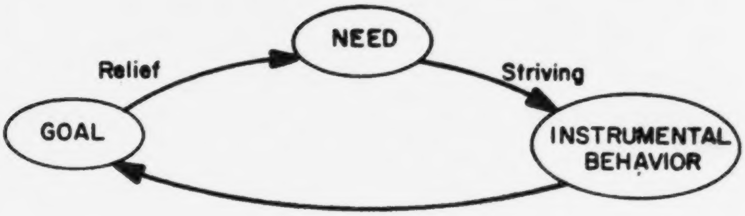
Motivation Cycle

A number of conceptualizations of motivated behavior have been formulated. One of these is the motivation cycle construct.

There are three basic elements of the motivation cycle:

1) Deprivation or condition of need
2) Instrumental behavior
3) Reinforcement or goal attainment

The diagram below illustrates the three stages of the motivation cycle.



Motivation begins with a need. The need gives rise to instrumental behavior which, if successful, leads to a goal. Attaining the goal, in turn, relieves the need.

As an example of the application of the motivational cycle construct, consider a seaman who is lonely: he has need for affiliation. This need initiates and directs a number of instrumental behaviors (such as going to the USO); the individual strives to satisfy the need. "Companion-seeking" behavior is maintained until the goal (affiliation) is reached. Interacting sociably brings relief from the need, and the cycle is completed.

Miller and Dollard Theory

Another conceptualization of motivation has been developed by two learning psychologists--Neal Miller and John Dollard. The basic paradigm of Miller and Dollard's drive theory is as follows:

> In order to learn something, an individual must want something (drive), see something (cue), do something (response), and get something (reward). There are four essential components of learning in this theory.
>
> 1) Drive: Any strong stimulus which impels action
>
> 2) Cues: Stimuli which are discriminated as being the occasion for a response
>
> 3) Response: Behavior which is instrumental in obtaining a reward
>
> 4) Reward: An event which produces a reduction of drive

In the Miller and Dollard theory, drive, cue, and reward are all stimuli (drive stimuli are internal). The following is an example of the application of Miller and Dollard's theory:

> An individual in an unfamiliar building has been without water for twelve hours. He searches for a faucet, and when he finds it, he has a drink. The individual's dry throat (and other concomitants of thirst) is the drive stimulus which impels the individual to search for water. The faucet is the cue for obtaining water. The response is a chain of events involving turning on the faucet and drinking. The reward is the reduction of a dry throat (and other unpleasant symptoms of thirst).

One important result of this experience is that the individual has probably learned where the water faucet is located. Such an analysis of motivated behavior may be extended to more complex situations.

This is the end of Summary 2. Now, go to Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Conceptualizations of Drive

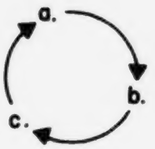
Answer the following questions as indicated in your Student Guide.

1. From the list below select the three constructs shown in the motivation cycle:

a. ____

b. ____

c. ____



1) Relief
2) Goal
3) Drive or need
4) Cue
5) Instrumental behavior

2. If you as a leader wished to use the Miller-Dollard theory to influence the behavior of your men, which would you do?

a. Create a drive in them (possibly by deprivation or inspiration)

b. Provide a goal

c. Make the cue stimulus available

d. All of the above

e. None of the above

3. A ship assigned to the Midshipman Summer Cruise Program visits a port that is unfamiliar to the midshipmen embarked and the ship's crew. MIDN 1/c Sawyer has a special detail that keeps him aboard ship during the day but he is given liberty at 1800. Sawyer is eager to find his cruise mates and join them on liberty. He walks down the main street looking until he sees the neon light that says "Red Devil." He enters the bar and joins his buddies for a drink. From this situation, mark to show the elements which correspond to the Miller-Dollard theory of learning.

a. Neon sign says "Red Devil."
b. He wants to find his buddies.
c. He walks down main street looking.
d. He joins his buddies.

1) Reward
2) Cue
3) Response
4) Cycle behavior
5) Drive

---

4. From the example given in Question 3, write the correct label for each part of the description, using constructs from the motivation cycle.

a. He wants to find buddies.
b. He joins his buddies.
c. He walks down the main street looking.

5. What does the Miller-Dollard motivation concept state?

   a. In order to learn something, an individual must want something, see something, do something, and get something.

   b. Secondary drives are more relevant to human behavior.

   c. Motivation may be explained as the interplay between striving for a goal and relief when it is obtained.

   d. None of the above

This is the end of Summary 2. Now, check your answers on page 28.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. a-3, b-5, c-2
2. d
3. a-2, b-5, c-3, d-1
4. a-need (or drive), b-goal (or reward), c-instrumental behavior (or response)
5. a

If all your answers are correct, go to Summary 3 on page 39. If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

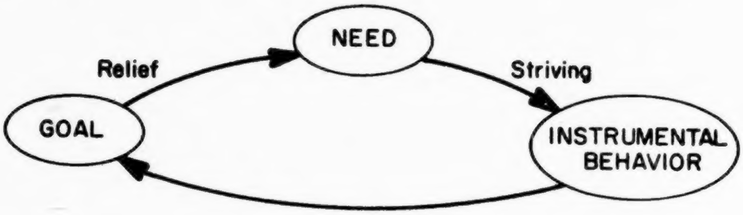
Conceptualizations of Drive

OVERVIEW: This summary discusses two drive views of motivation. The first is the motivation cycle construct. The second, named after the two psychologists Miller and Dollard, is a model derived from a theory of learning. These two views apply to the behavior of both lower animals and humans.

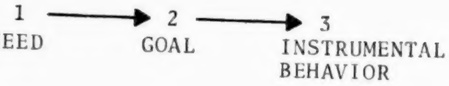
1 The motivation cycle construct includes three elements and states that the process of motivation is cyclical.

The motivation cycle is illustrated by which diagram?

a.


NEED
Relief
Striving
GOAL
INSTRUMENTAL BEHAVIOR

b.


1
NEED
2
GOAL
3
INSTRUMENTAL BEHAVIOR

2 A midshipman with a severe toothache went to the dentist to have his tooth extracted. Need (activated into drive) is the first step in the motivation cycle.

From the example, which constitutes the first step?

a. Drive to seek relief from pain

b. Drive to visit a dentist

---

3 Drive leads to instrumental behavior. In the example above, what is the instrumental behavior of the motivated patient?

a. Extracting the tooth

b. Going to the dentist

---

4 Drive leads to instrumental behavior, which leads to goal, which leads in turn to the satisfaction of the drive condition, i.e., a full cycle.

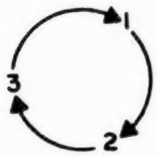
Which is the goal of the example above?

a. Visiting the dentist

b. The tooth extraction

---

5 Recognizing that the motivation cycle involves three steps that form a closed loop, write on your answer sheet the term that corresponds to each step.



1) ________ a. instrumental behavior

2) ________ b. goal

3) ________ c. need

6 Match the following:

a. Deficit condition
b. Act that results from motivation
c. Reinforcement or attainment of objective

1) Goal
2) Instrumental behavior
3) Need

---

7 MIDN 4/c Snyder was lonely for female companionship. He met a young girl at a tea-fight and spent an enjoyable afternoon dancing with her.

In this example, identify the factors which correspond to the elements of the cycle construct. Record on your answer sheet the letter from the left-hand column with the matching number on the right-hand column.

a. Met girl
b. Loneliness
c. Went to tea-fight

1) Instrumental behavior
2) Goal
3) Need condition
4) Physiological drive

---

8 The Miller and Dollard concept parallels the motivation cycle but introduces the construct of cue.

The Miller and Dollard concept includes:

a. Five elements
b. Four elements

9 Match the terms in the Miller-Dollard paradigm which correspond to the motivation cycle terms, (The lettered item that doesn't match is the one element of the Miller-Dollard theory that is not included in the motivation cycle construct.)

Miller & Dollard

a. Reward (get something)
b. Drive (want something)
c. Cue (perceive something)
d. Response (do something)

Motivation cycle

1) Instrumental behavior
2) Goal
3) Need

---

10 Using the example of the lonely MIDN 4/c (frame 7), the desire for companionship is considered the first step in the Miller and Dollard paradigm. What does this concept say is required in order for you to learn something?

a. Want something
b. Look for something

---

11 MIDN 4/c Snyder looks for a way to get what he wants. A buddy tells him when the next tea-fight is scheduled. This reflects the second step of the Miller-Dollard concept, cue.

What does cue mean?

a. Get something
b. See or perceive a way to get something

12 Match the following.

a. Drive
b. Cue

1) Perceive something
2) Want something
3) Do something
4) Get something

---

13 MIDN 4/c Snyder gets dressed up, goes out, and walks into Dahlgren Hall. This is part of the chain of instrumental behaviors which was elicited by the cue.

Thus, what is the third part of the model?

a. Get something
b. Do something

---

14 More responses may be necessary, but finally he gets a girl to dance with him.

How do Dollard and Miller describe this fourth step?

a. Get something
b. Want something

---

15 Below are the four steps in the Miller-Dollard theory of motivation. The steps are not in their proper sequence.

Number them properly.

a. Do something
b. Perceive something
c. Get something
d. Want something

16 A MIDN 2/c smokes a cigarette while watching a track meet. He bummed the cigarette from an unknown midshipman who was wandering among the crowd. In the example, match the following.

a. Response
b. Drive
c. Reward
d. Cue

1) Desire for a smoke
2) Seeing another midshipman
3) Approaching midshipman
4) Cigarette
5) Watching the track meet

17 "Man Overboard!" The principals in the situation are: 1) the OOD, who has overall responsibility for the recovery operation including the maneuvering of the ship; 2) the First Lieutenant in charge of the operations on deck, supervising the launching and recovery of the lifeboat and the transfer of the man from lifeboat to the ship; 3) the coxswain in charge of the lifeboat while in the water, and the recovery of the man overboard; and 4) the man overboard who cooperated with all hands in the rescue operation.

Match the elements in the situation which correspond to the elements of the Miller-Dollard theory. (More than one answer is possible.)

Miller and Dollard

a. Response
b. Reward
c. Cue
d. Drive

1) Maneuvering ship
2) The man is rescued
3) Launch lifeboat
4) Maneuver lifeboat to man
5) To save a life
6) Sight of the man in the water

This is the end of Programed Sequence 2. Now, go the next page and take the Quiz.

Summary Post-Quiz 2

Conceptualizations of Drive

Answer the following questions as indicated in your Student Guide.

---

1. A ship assigned to the Midshipman Summer Cruise Program visits a port that is unfamiliar to the midshipmen embarked and the ship's crew. MIDN 1/c Sawyer has a special detail that keeps him aboard ship during the day but he is given liberty at 1800. Sawyer is eager to find his cruise mates and join them on liberty. He walks down the main street looking until he sees the neon light that says "Red Devil." He enters the bar and joins his buddies for a drink.

From this situation, match the elements which correspond to the Miller-Dollard theory of learning.

a. He walks down main street looking.

b. Neon sign says "Red Devil."

c. He joins his buddies.

d. He wants to find his buddies.

1) Response

2) Drive

3) Cycle behavior

4) Reward

5) Cue

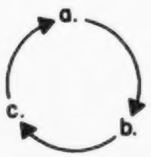
---

2. From the list below, select the three constructs shown in the motivation cycle:

a. _____

b. _____

c. _____



1) Cue

2) Drive or need

3) Instrumental behavior

4) Relief

5) Goal

3. Which does the Miller-Dollard motivation concept state?

   a. In order to learn something, an individual must want something, see something, do something, and get something.

   b. Motivation may be explained as the interplay between striving for a goal and relief when it is obtained.

   c. Secondary drives are more relevant to human behavior.

   d. None of the above

   ____

4. From the example given in Question 1, write the correct label for each part of the description, using construct from the motivation cycle.

   a. He walks down the main street looking.

   b. He wants to find buddies.

   c. He joins his buddies.

   ____

5. If you as a leader wished to use the Miller-Dollard theory to influence the behavior of your men, what might you have to do?

   a. Make the cue stimulus available

   b. Provide a goal

   c. Create a drive in them (possibly by deprivation or inspiration)

   d. All of the above

   e. None of the above

   ____

Now, check your answers on page 38.

ANSWERS TO SUMMARY POST-QUIZ 2

1. a-1, b-5, c-4, d-2
2. a-2, b-3, c-5
3. a
4. a-instrumental behavior (or response); b-need (or drive); c-goal (or reward)
5. d

Now, go to Summary 3 on the next page.

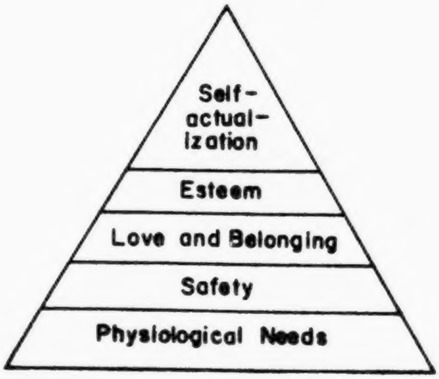
Summary 3

Maslow's Theory

The two views of drive which have been discussed (the motivation cycle construct and Miller and Dollard's learning paradigm) are intended to explain the motivated behavior of both lower animals and men. A third conceptualization of motivation, dealing specifically with human behavior, has been developed by Abraham Maslow.

Maslow's hierarchical theory of human motivation asserts that human motives are arranged along a hierarchy of potency, with the most potent or urgent needs being at the bottom. Those needs which have the greatest potency, at any given time, tend to dominate behavior and demand satisfaction. The individual is "driven," so to speak, by the most fundamental need. When the need is satisfied, a higher-order motive (or class of motives) makes its appearance, and so on, to the top of the list.

The following diagram is a schematic representation of Maslow's hierarchical motivation theory:



As shown in the diagram, Maslow postulates five major levels of need:

1) Physiological Needs: food, water, sex, etc.

2) Safety Needs: physical safety, social security (i.e., job security), physical comfort, etc.

3) Love and Belongingness Needs: The individual seeks friends, longs for affectionate relationships, strives to find a place in some group, etc.

4) Esteem Needs: The desire for a high and firmly based evaluation of the self; a desire for strength, for mastery and competence which leads to a feeling of independence and freedom.

5) Self-actualization Needs: If all the foregoing needs are satisfied, the need for self-actualization impels the individual to activity. Maslow's description of this need is as follows: "A musician must make music, an artist must paint, and a poet must write if he is ultimately to be at peace with himself. What a man can be, he must be. This need we may call self-actualization."

As we can see, Maslow's level one drives are identical to the primary physiological drives discussed in Summary 1. Levels 2, 3, and 4 are obviously secondary drive clusters, which are quite similar to those previously discussed. Level 5, self-actualization, also generally fits the definition of a secondary drive, but it is more a description of an "ideal" man than a definition of motive. For this reason, the concept of self-actualization will be treated in more depth in the segment on personality.

There are a number of propositions and qualifications to Maslow's theory.

Maslow has designated five basic categories of needs (motives). In addition, however, he also recognizes the existence of human desires for knowledge, understanding, and esthetic satisfaction; according to Maslow, these human desires overlap the basic needs and cannot be sharply separated from them. Furthermore, the principle of multiple motivation states that a single act of behavior may stem from several motivational sources. For example, athletic endeavor may actually be the result of a desire to assure oneself of masculinity and courage, a desire to impress, or a desire for recreation, friendship and for belongingness or for any combination of these.

Finally, Maslow stresses that there are many (often unconscious) determinants of behavior other than drives and needs, so that an individual may not always act upon his drives and needs.

Although the classes of motives are arranged hierarchically, the hierarchy is not conceptualized as a rigid order for every individual. For some people, for example, self-esteem seems to be more important than love. For others, creativeness becomes a stronger need than physical comfort. Other exceptions to the hierarchy are often caused by high ideals, high social standards, high values, etc. Thus, as an example, a soldier might ignore the needs of safety to follow an ideal of patriotism.

In general, Maslow's theory asserts that human motives are arranged along a hierarchy of potency; those needs which have the greatest potency at any given time tend to dominate behavior and demand satisfaction. However, according to Maslow's principle of partial satisfaction, it is possible to partially satisfy certain needs or to temporarily postpone satisfying lower-order needs, so that higher-order motives may be acted upon. A soldier, for example, may be hungry and tired in the middle of a battle, but he will put off eating and sleeping until the fight is completed. In this case, higher-order motives temporarily postpone the satisfaction of lower-order needs. An extension of this principle is that it is neither necessary nor usual for a need to be completely satisfied before the next higher need emerges. As Maslow explains:

> "In actual fact, most members of our society who are normal are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time."
>
> "As an individual goes up the hierarchy of prepotency, he would probably experience a decreasing percentage of satisfaction. For example, he may have 85 percent of his physiological needs satisfied, 70 percent of his safety needs, 50 percent of his love needs, 40 percent of his self-esteem needs, and 10 percent of his self-actualization needs."

When a need has long been satisfied, it may become underevaluated (for example: physiological needs in modern Western nations).

To summarize, Maslow is trying to deal with the ultimate end of human motivation. He recognizes that both needs and goals may be conscious or unconscious, and that the means of obtaining these goals may be quite varied--because human behavior is determined by many factors other than needs and desires.

This is the end of Summary 3. Now, go to Summary Pre-Quiz 3 on the next page.

Summary Pre-Quiz 3

Maslow's Theory

Answer the following questions as indicated in your Student Guide.

---

1. Check the correct statement(s).

   Maslow's motivational theory is:

   a. That animal and human motives are arranged along a hierarchy of potency

   b. An empirical theory which describes human behavior in terms of observation and experience

   c. A drive theory

   d. None of the above

---

2. Select the correct order of potency in Maslow's hierarchy of motives (using his terms).

   Number according to lowest-order (most potent) first.

   a. Love and belonging needs

   b. Safety needs

   c. Physiological needs

   d. Self-actualization needs

   e. Self-esteem needs

3. Which statements below does Maslow allow as exceptions to his theory?

   a. Differences in individuals
   b. Multiple motivation
   c. Principle of partial satisfaction
   d. Many other unconscious determinants of behavior
   e. Long-satisfied needs
   f. All of the above

   ____

4. A description of self-actualization can be viewed as which of these?

   a. A method of self-analysis
   b. A method of self-control
   c. The description of an "ideal" man
   d. None of the above

   ____

5. What does Maslow call the desires for a high and firmly based evaluation of self, for strength and competency, leading to a feeling of indeoendence and freedom?

   a. Esteem needs
   b. Self-actualization needs
   c. Belongingness needs
   d. None of the above

   ____

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 3

1. c
2. a-3, b-2, c-1, d-5, e-4
3. f
4. c
5. a

If all your answers are correct, go to Summary 4 on page 61. If you missed one or more questions, go to the next page and go through Programed Sequence 3.

Programed Sequence 3

Maslow's Theory

1 Abraham Maslow's theory of motivation is set in the same general classification as the motivation cycle and the Miller-Dollard views. Which describes Maslow's theory?

a. A drive theory

b. An empirical theory

2 While Miller and Dollard have attempted to provide a theory of motives inclusive of all organisms which possess a nervous system, Maslow's theory is limited to human behavior. Which question below would Maslow be concerned with?

a. Why Tom's dog bit him

b. Why Tom kicked his dog

3 Maslow's hierarchical theory classifies motives into the following groups:

1) Self-actualization — High order
2) Self-esteem
3) Love and belonging
4) Safety
5) Physiological — Lower order

Which is true?

a. Self-esteem drives are of a higher order than self-actualization.
b. Physiological drives are the highest order drives.
c. Both of the above
d. None of the above

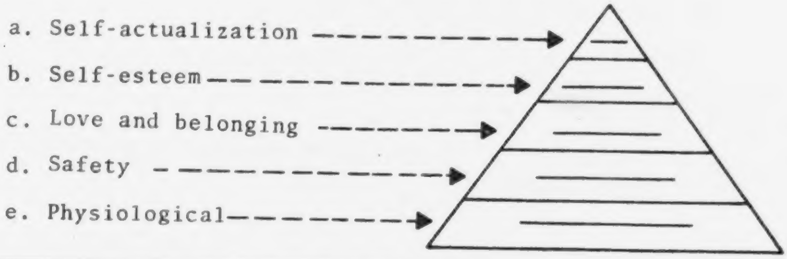
---

4 Match the following terms from Maslow's hierarchical theory with their corresponding definitions:

a. Physiological needs
b. Safety needs
c. Loving and belongingness needs
d. Self-esteem needs
e. Self-actualization needs

1) Desire for strength; a feeling of independence, self-confidence
2) Affection, desire for group harmony
3) Fulfillment of total potential, attainment of the "ideal"
4) Food, water, sex, sleep, etc.
5) Safety, security, comfort, etc.

5 Maslow's five groups of motives can best be understood by visualizing them as being equated with five blocks of a pyramid, like this:


a. Self-actualization
b. Self-esteem
c. Love and belonging
d. Safety
e. Physiological

The potency of each group of motives, in their power to motivate human behavior, lessens as the pyramid ascends. Let's suppose that the numeral 1 indicates the most potent group of motives.

Write the numbers 1 through 5 in your answer book to correspond with the drives below.

a. (physiological)___ b. (safety)___ c. (love and belonging)___ d. (self-esteem)___ e. (self-actualization___

6 Unsatisfied physiological motives are which of these?

a. Least potent
b. Most potent

7 How would you describe self-actualization motives?

a. More potent than all others
b. Less potent than all others

8 Maslow's basic principle is that lower-order needs tend to motivate the person to satisfy them before higher-order needs are attended to.

Which of these would be fulfilled first?

a. Thirst

b. Belonging to a group

9 According to Maslow, which would be fulfilled first?

a. Need to like self

b. Need for affection

10 Which would be fulfilled first?

a. Need to paint

b. Need to protect children

11 Suppose a small reconnaissance vessel ran aground on an uncharted and isolated island.

What would probably be the crew's first thoughts?

a. "Where can we find food and water?"

b. "My, what a complete sense of freedom we have here!"

12 If our castaways' physiological needs are satisfied by the availability of coconuts and spring water, what would be their next most likely thought?

a. "How can we organize a workable escape plan?"

b. "Where can we find shelter, comfort, and safety?"

13 Once all body and comfort needs were partially satisfied, which would the castaways seek?

a. A way they could work in harmony as a group

b. Materials to construct rudders

14 Arrange the following in order of potency. Number according to most potent motive first.

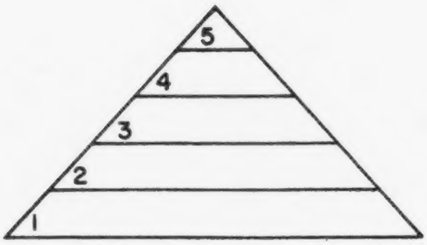
a. Love and belongingness needs

b. Safety needs

c. Physiological needs

15 Our marooned crew now has a functioning planning organization. Now at last there is time and opportunity for each member to work toward the use of his full ability (esteem needs) and eventually to start implementing that workable plan of escape (self-actualizing needs).

Now fill in the needs of the hierarchy, starting with the lowest order (greatest potency) first.



a. Self-esteem

b. Love and belonging

c. Physiological

d. Self-actualization

e. Safety

16 Unsatisfied needs, which have the greatest potency, tend to dominate behavior.

For example, MIDN 3/c Harless has to meet a deadline in writing a thesis. He has taken his weekend in order to gain additional working time and he has gone without eating a single meal over the weekend.

Which need will probably dominate his thinking?

a. Food

b. Study

---

17 When a high-priority need is met, then a higher-order motive makes its demands.

Which illustrates this?

a. MIDN 2/c Biscomb takes a course in reading improvement, but continues to be lazy in his study habits and spends his free time listening to the latest rock records.

b. MIDN 2/c Hutton takes the same reading course and upon completion spends most of his free time catching up on literature that he has always wanted to read.

---

18 MIDN 3/c Hart goes out on a date rather than putting in extra study-time to insure good grades in his courses. What basic principle of Maslow's theory has he demonstrated?

a. A higher-order motive tends to be satisfied before a lower-order motive.

b. A lower-order motive tends to be satisfied before a higher-order motive.

19 Select the statements which correctly apply to Maslow's motivation theory?

a. Applies to animal behavior

b. A drive theory

c. When a higher-order need is met, then a lower-order motive makes its demands.

d. Unsatisfied needs with the greatest potency tend to dominate behavior.

e. A lower-order motive tends to be satisfied before a higher-order motive.

---

20 As indicated in Summary 3, Maslow recognizes that some needs and desires cannot be exclusively classified as being in just one of the five orders.

Which is an example that might overlap into more than one category?

a. The need for knowledge

b. The need for sleep

---

21 Maslow also admits to the principle of multiple motivation. Which situation below exemplifies this?

a. A midshipman decides to join the Masqueraders.

b. A man shops for groceries.

22 From your own experience, you know there are many determinants of behavior, and an individual is not always aware of his motives.

Which term below is true of determinants?

a. Conscious

b. Unconscious

c. Both of the above

d. None of the above

---

23 In the example of the midshipman who decides to join the Masqueraders, which of the following motives might be operating?

a. Physiological

b. Belongingness

c. Self-esteem

d. All of the above

e. None of the above

---

24 Safety, physiological, and self-esteem needs may all be operating to produce which behavior below?

a. The MIDN 1/c who takes his girl out to dinner

b. The company commander who gets contact lenses

---

25 What does the principle of multiple motivation state?

a. A single act of behavior may stem from several motives.

b. All behavior is sharply classifiable and cannot overlap categories.

26 Maslow's principle of partial satisfaction states that it is possible to partially satisfy certain needs, or to temporarily postpone their satisfaction so that higher-order needs can be acted upon.

Check the example(s) of the principle of partial satisfaction.

a. A tired mother who has just gone to bed gets up again because the baby cries to be fed.

b. A thirsty, tired midshipman who must keep running in a cross country race

c. Both of the above

d. None of the above

---

27 Match the following:

a. A midshipman loans his roommate $10.00 for a date.

b. A midshipman continues to study during his weekend, misses his lunch hour, and nibbles on a candy bar to tide him over until dinner.

1) Maslow's principle of partial satisfaction

2) Maslow's principle of multiple motivation

---

28 Maslow states that long-satisfied needs become underevaluated. For example, in an affluent society, hunger is not usually thought of as being a powerful drive.

In which of these cultures might sex be an underevaluated drive?

a. Primitive South Sea Islands society

b. Victorian society

29 In this respect, age can change the power of some motives.

When would the sex drive be more powerful?

a. In a 20-year-old man

b. In an 80-year-old man

---

30 Which motive(s) might decrease in intensity as a person grows older?

a. Need to belong

b. Need to impress others

c. Need for education

d. Sex

---

31 The principles of multiple motivation, overlapping desires, partial satisfaction, long-satisfied needs, and individual differences, are better described by which?

a. Examples of the flexibility of Maslow's theory

b. Examples of the rigidness of Maslow's theory

This is the end of Programed Sequence 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Maslow's Theory

Answer the following questions as indicated in your Student Guide.

---

1. Select the correct order of potency in Maslow's hierarchy of motives (using his terms). Number according to lowest order (most potent) first.

   a. Physiological needs
   b. Self-esteem needs
   c. Love and belonging needs
   d. Safety needs
   e. Self-actualization needs

---

2. Which is a description of self-actualization?

   a. A method of self-control
   b. The description of an "ideal" man
   c. A method of self-analysis
   d. None of the above

---

3. What does Maslow call the desires for a high and firmly based evaluation of self, for strength, and for competency, leading to a feeling of independence and freedom?

   a. Belongingness needs
   b. Self-actualization needs
   c. Esteem needs
   d. None of the above

4. Check the correct statement(s).

Maslow's motivational theory is:

a. A drive theory

b. That animal and human motives are arranged along a hierarchy of potency

c. An empirical theory which describes human behavior in terms of observation and experience

d. None of the above

5. Which statements below does Maslow allow as exceptions to his theory?

a. Differences in individuals

b. Multiple motivation

c. Principle of partial satisfaction

d. Many other unconscious determinants of behavior

e. Long-satisfied needs

f. All of the above

Now, check your answers on page 60.

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ANSWERS TO SUMMARY POST-QUIZ 3

1. a-1, b-4, c-3, d-2, e-5
2. b
3. c
4. a
5. f

Now, go to Summary 4 on the next page.

Summary 4

Empirical Approaches to Motivation

According to some psychologists (B.F. Skinner), the use of drive is unnecessary and superfluous in explaining motivated behavior. These psychologists prefer to explain motivated behavior in empirical or measurable terms; hence, their conceptualizations of motivation are called empirical, rather than drive, theories.

As we mentioned previously, since the construct drive is always inferred and is useful only as an explanation, some theorists see it as an unnecessary invention. Such theorists only define motivation from a description of the events from which we normally infer drive.

Empirical theorists prefer to describe learning in terms of its antecedent and consequent conditions.

1) Antecedent conditions are those measurable environmental factors which occur prior to the response (e.g., deprivation).

2) Consequent conditions are those measurable events that occur as a result of the antecedent condition (such as eating).

Although the concept of drive is not utilized, it may be possible to predict the probability of the occurrence of certain behaviors by specifying their antecedent conditions and their consequent events. For example, if an individual has not eaten in twelve hours (antecedent condition), there is a high probability that the individual finding a vending machine will work it to get food (consequent event).

There is no need to refer to a "hunger drive" to describe this situation. Deprivation is a measurable event, and so is the reinforcing event of eating the food. So we can say these events are the operational definitions of the motivation for the instrumental response of working the vending machine.

This is the end of Summary 4. Now, go to Summary Pre-Quiz 4 on the next page.

Summary Pre-Quiz 4

Empirical Approaches to Motivation

Answer the following questions as indicated in your Student Guide.

---

1. How does an empiricist see the motivation cycle?

   a. **Need → response → goal satisfaction**

   b. **Deprivation → behavior → reinforcement**

   c. **High probability → low probability behavior**

   d. **Antecedent condition → consequent condition → behavior**

---

2. Which view would be true of an empiricist?

   a. The drive construct may be used with caution.

   b. The drive construct is very useful in explaining motivation.

   c. The drive construct is worthless.

   d. Drives must be observed before they have real utility.

3. MIDN 1/c Sawyer has just arrived in an unfamiliar port. He had the duty and was late getting into town. He walks down the main street looking until he sees the neon light that says "Red Devil." He goes in the door and joins his buddies for a drink.

From this situation, match the following:

a. Neon sign says "Red Devil."

b. He wants to find his buddies.

c. He walks down the main street looking for the neon sign--"Red Devil."

d. He joins his buddies.

Empirical theory

1) Antecedent condition

2) Consequent condition

Miller & Dollard theory

3) Reward

4) Drive

5) Cue

6) Response

Motivation cycle theory

7) Need

8) Instrumental behavior

9) Goal

4. Mark the terms that apply to MIDN Sawyer:

Maslow's theory

a. Physiological needs
b. Safety needs
c. Belongingness needs
d. Self-esteem needs
e. Self-actualization needs

Types of drives

1) Primary physiological
2) Primary psychological
3) Secondary (learned)

Now, check your answers.

ANSWERS TO SUMMARY PRE-QUIZ 4

1. b
2. c
3. a-5; b-4, 7; c-1, 6, 8; d-2, 3, 9
4. c-3

If all your answers are correct you have completed Part Two, Segment VI. If you missed one or more questions, go to the next page and go through Programed Sequence 4.

Programed Sequence 4

Empirical Approaches to Motivation

OVERVIEW: Behavioral scientists such as B. F. Skinner take the empirical approach to motivation. They consider "drive" unnecessary and superfluous in explaining motivated behavior, as it cannot be directly measured or observed.

---

1 Proponents of the empirical theories of motivation ask: "Can you directly observe a need or a drive?"

How would you answer them?

a. Yes

b. No

---

2 "Of course not," the empiricists go on, "you only infer hunger from the act of a person eating or from his verbal report."

Which do empiricists believe?

a. The introduction of drives adds no new information to aid in describing the motivating situation.

b. That drive is unconscious

3 Suppose a drive theorist and an empirical theorist were each asked to create a condition to motivate a fourth classman to eat rattlesnake meat.

Which is true?

a. The drive theorist would deprive him of food until he ate it.

b. The empirical theorist would deprive him of food until he ate it.

c. Both of the above

d. None of the above

---

4 If both the empiricist and the drive theorist deprive him of food (an antecedent condition) to cause him to eat the rattlesnake meat, what would the empiricist conclude?

a. The fourth classman ate due to a hunger drive.

b. What difference does it make what drive the fourth classman had--the behavior elicited is the important thing.

---

5 The empiricists see deprivation (need) as being the antecedent condition.

Which illustrates antecedent condition?

a. Twelve days without water

b. Taking a drink of water

6 The behavior that occurs as a result of an antecedent condition is called a consequent condition.

Which is a consequent condition?

a. Being thirsty

b. Eating food

---

7 Match the following:

a. Factor of the environment that precedes behavior

b. Behavior that will probably occur as a result of environmental factors

1) Antecedent condition

2) Consequent condition

---

8 An empiricist looks at a "MAN OVERBOARD" situation and asks, "Why bother to hypothesize a save-a-life drive?"

As an empiricist, match the following elements with the appropriate terms.

a. Antecedent condition

b. Consequent event

c. Instrumental behavior(s)

1) Maneuver ship

2) The man is rescued

3) Launch lifeboat

4) Maneuver lifeboat to man

5) The man is in the water

Now, go to the next page and take the Quiz.

Summary Post-Quiz 4

Empirical Approaches to Motivation

Answer the following questions as indicated in your Student Guide.

---

1. MIDN 1/c Sawyer has just arrived in an unfamiliar port. He had the duty and was late getting into town. He walks down the main street looking until he sees the neon light that says "Red Devil." He goes in the door and joins his buddies for a drink.

From this situation, match the following:

a. He joins his buddies.

b. Neon sign says "Red Devil."

c. He wants to find his buddies.

d. He walks down the main street looking for the neon sign--"Red Devil."

Empirical theory

1) Antecedent condition

2) Consequent condition

Miller & Dollard theory

3) Cue

4) Response

5) Drive

6) Reward

Motivation cycle theory

7) Need

8) Goal

9) Instrumental behavior

2. Mark the terms that apply to MIDN Sawyer:

Maslow's theory

a. Belongingness needs

b. Safety needs

c. Self-esteem needs

d. Self-actualization needs

e. Physiological needs

Types of drives

1) Primary psychological

2) Primary physiological

3) Secondary (learned)

---

3. How does an empiricist see the motivation cycle?

a. **Deprivation → behavior → reinforcement**

b. **Need → response → goal satisfaction**

c. **Antecedent condition → consequent condition → behavior**

d. **High probability → low probability behavior**

---

4. To an empiricist which is true?

a. Drives must be observed before they have real utility.

b. The drive construct is worthless.

c. The drive construct is very useful in explaining motivation.

d. The drive construct may be used with caution.

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 4

1. a-2, 6, 8; b-3; c-5, 7; d-1, 4, 9
2. a-3
3. a
4. b

This is the end of Part Two, Segment VI.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment VI

Motivation

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

MOTIVATION

PROGRESS CHECK

Question 1.

A fire broke out on the flight deck of an aircraft carrier, and the fire fighting crew, repair party 8, was immediately called into action by their leader, a 1st class petty officer. Their task was to man the hoses to prevent the fire from reaching the planes on the deck, and to operate the cranes to move the planes out of danger. By the greatest effort and bravery, the fire was put out, and all the planes were saved.

A week after the fire, the 1st class petty officer commented on the incident:

"Of course, we had trained men to be prepared for a fire like that, but when I saw the flames and felt the heat, my heart started thumping and my throat went dry. I knew we had to get the planes out of the way and to stop the flames from spreading. I had to force myself to take a minute to size up the situation, to plan what should be done. Then I gave the orders, and we went into action. We fought the fire for about four hours straight before it was put out, and I was exhausted. I told the men they had done a tremendous job, and now we could all get some rest. I slept for twelve hours."

One of the men in repair party 8 had this to say about the fire:

"We got into our asbestos suits and assembled on deck. I saw those flames and I thought, 'Boy, if the fire gets to those planes, and we're anywhere near them, we'll be finished.' I was sweating all over. Our petty officer said, 'Men, we must get those planes out of there. Let's go.' He gave us our positions. I took the main hose and started working. Every couple of minutes the petty officer would come up to the men, redirecting the hose, telling me I was doing fine and saying that we were controlling the fire more and more. I was very tired after a couple of hours, but I felt partly responsible for the safety of the ship. I didn't want to let my petty officer or fellow crewmen down, and I felt that I was competent at my job and was doing it well. So I kept going, and finally the fire was put out."

(Continued on next page)

Identify the elements in the preceding situation which correspond to Miller and Dollard's paradigm of motivated behavior.

a. The 1st class petty officer sees the fire (cue) and realizes that the safety of the planes on deck is endangered (drive); he orders his men to fight the fire (response and remains with them until the fire is put out (reward).

b. The 1st class petty officer is aroused by the necessity of putting out the fire (drive). He orders his men (cue) to perform various tasks, and remains with them (response) until the fire is put out, then he sleeps for twelve hours (reward).

c. The 1st class petty officer feels his heart thumping and his throat going dry (drive). He orders the men to perform various tasks, and remains with them until the fire is put out (response). Then he sleeps for twelve hours (reward).

d. None of the above

Question 2.

With reference to the situation described in Question 1, which of the following elements in the situation corresponds with the "instrumental behaviors" of the motivation cycle?

a. Sweating, heart thumping, throat dry

b. Sweating, manning the fire hose, moving the planes

c. Manning the fire hoses, operating the cranes, positioning the men

d. All of the above

Question 3.

MIDN 2/c McDonnall is in charge of YP boat 4, code name Swallow, in a fleet of 6 YP boats out on maneuvers. Wanting his boat to look good in terms of formation and timing, McDonnall pressures his crew for perfection performance. However, about 3 hours out of port, the boat starts to slip in and out of formation and the crew's response to orders starts to slow down. Several members complain that they have been overworked and start to slack off. They cluster on the fantail smoking and telling sea stories.

Identify the relevant drive, cue, response and reward in the situation on YP boat 4 after three hours out.

1) Desire to relax
2) Relax and tell sea stories
3) Pack of cigarettes
4) Men go to the fantail

A. Drive
B. Cue
C. Response
D. Reward

Which is the correctly matched set?

a. 1-A, 2-D, 3-B, 4-C
b. 1-B, 2-C, 3-D, 4-A
c. 1-C, 2-B, 3-D, 4-C
d. None of the above

Question 4.

With reference to the situation described in Question 3: According to Maslow, which of the following needs might not be satisfied in the situation, resulting in the task not being completed?

a. Physiological need

b. Safety needs

c. Esteem needs

d. Self-actualization needs

Question 5.

With reference to the situation described in Question 3: Which of the following statements might help to complete the task according to Maslow's theory?

a. MIDN Mc Donnall should increase his pressure for perfect performance, appealing to the men's esteem needs.

b. The crew should be praised for their outstanding performance up to now, thereby satisfying their needs for self-actualization.

c. The crew should be allowed to take one man rests by rotation.

d. The entire crew should be given an hour's rest before continuing maneuvers

Question 6.

The task of the galley crew is to set the food out in the mess at the appointed hour. The crew has not been accomplishing this task on time because they have been having their meals in the galley before mess is served and dawdle over coffee and cigarettes. However, the galley chief prides himself on his rapport with his crew.

Which is probably the strongest set of drives operating on the galley crew when they are not accomplishing their task?

a. The primary drive of hunger, and the secondary drive of status

b. The primary drive of hunger, and the secondary drive of fatigue

c. The primary drive of hunger, and the secondary drive of affiliation

d. The primary drive of social approval, and the secondary drive of affiliation

Question 7.

Which statements concerning Maslow's Theory are valid?

a. Maslow's hierarchical theory of human motivation asserts that motivated behavior of both lower animals and men are arranged along a hierarchy of potency with the most potent or urgent needs being at the top.

b. Maslow asserts that those needs which have the greatest potency at any given time tend to dominate behavior and demand satisfaction, but it is possible to partially satisfy certain needs or to temporarily postpone satisfying lower order needs.

c. The major distinction between Maslow's conceptualization of motivation and others lies in the fact that Maslow deals only with secondary (learned) drive clusters.

d. None of the above

Question 8.

The first few years of his career, LCDR Tansey was always striving to do the best in his job, to get recognition from his supervisors, and to get promotions. As time progressed, however, LCDR Tansey began to slow down, and his zeal with regard to impressing his seniors was on the decrease. As he grew older and matured, which of the following needs probably changed most, thereby affecting his job performance, according to the Maslow theory?

a. Physiological

b. Safety

c. Self-esteem

d. Love and belongingness

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PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Two SEGMENT VI

REMEDIATION TEXT Syndactic Text VOL-II-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Summary 2: Pages 21-23
2	c	Summary 2: Pages 21-23
3	a	Summary 2: Pages 21-23
4	a	Summary 3: Pages 39-41
5	c	Summary 3: Pages 41-43
6	c	Summary 1: Pages 1-4 Summary 3: Pages 41-43
7	b	Summary 3: Pages 39-43
8	c	Summary 3: Pages 39-41
9	☐	
10	☐	
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO
INDIVIDUAL BEHAVIOR

Segment VII
Conflict

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"When we consider the extreme instability of our bodily structure, its readiness for disturbance by the slightest application of external forces and the rapid onset of its decomposition as soon as favoring circumstances are withdrawn, its persistence through many decades seems almost miraculous. The wonder increases when we realize that the system is open, engaging in free exchange with the outer world, and that the structure itself is not permanent but is being continuously broken down by the wear and tear of action, and as continuously built up again by processes of repair."*
>
> *The Wisdom of the Body*
> *Walter B. Cannon*

In life, conflict is inevitable; some would say it is necessary. The key is not in avoiding conflict, but in resolving it. Psychological studies have defined attempts to resolve conflicts within individuals and within their environment. There is some agreement on where conflict resolution goes wrong or is inadequate, but little is known about the vast majority of cases where the everyday, common, unsophisticated man muddles through his conflicts successfully, if not spectacularly.

CONFLICT

Summary 1

Kinds of Conflict

An individual faces a conflict situation when he must choose one or the other of two incompatible goals, or when he has both positive and negative feelings about a particular goal. Operationally defined, a conflict situation is one in which the two responses a person can make are usually incompatible. There are four basic kinds of conflict situations:

1) Approach-approach conflict: the individual has two desirable, but mutually exclusive goals, e.g., a midshipman wants to be a Marine officer and a submarine skipper.

2) Avoidance-avoidance conflict: the individual has two undesirable goals and cannot avoid one without encountering the other, i.e., an aviator over North Vietnam has engine failure and he can't restart the engines. He must either parachute out or try to land the plane.

3) Approach-avoidance conflict: an individual is both repelled and attracted by the same objective, e.g., he wants to go to the Medical Officer, but fears the consequence of such a visit.

4) Double approach-avoidance conflict: an individual has two or more alternatives, each having both attractive and undesirable features, e.g., a midshipman would like to fly Navy, but is apprehensive about carrier landings so he considers the surface career. Here he feels the leadership and skill requirements would be most challenging but he has a tendency to be seasick.

This is the end of Summary 1. Now, go to Summary Pre-Quiz 1 on the next page.

Summary Pre-Quiz 1

Kinds of Conflict

Answer the following questions as indicated in your Student Guide.

---

1. From the following statements select the two which define the conditions under which conflict occurs.

   a. Conflict occurs when an individual feels both alternatives are undesirable but chooses both anyway.

   b. Conflict occurs when an individual finds that the situation is such that the two alternatives are incompatible.

   c. Conflict occurs when an individual has only one objective to consider, and the alternatives of the conflict are whether to accept or reject the objective.

   d. Conflict occurs when an individual feels both alternatives are desirable and chooses both.

2. Match the kinds of conflict situations with their corresponding definitions.

a. Approach-approach

b. Avoidance-avoidance

c. Double approach-avoidance

d. Approach-avoidance

1) An individual has the alternative of accepting or rejecting one objective because it has both desirable and undesirable aspects.

2) Both alternatives are incompatible and desirable.

3) Both incompatible alternatives have desirable and undesirable aspects.

4) Both alternatives are incompatible and undesirable.

3. Match the kinds of conflict situations with the examples illustrating each.

a. Approach-approach
b. Avoidance-avoidance
c. Approach-avoidance
d. Double approach-avoidance

1) Midshipman Y has the opportunity of going through aviation training or submarine training, both of which interest him.

2) Commander X sees two advanced U.S. fire assault craft sink as they try to cross the enemy's minefield. He is faced with these alternatives: Retreat and fail to accomplish his mission, or try to cross the minefield, knowing the high probability of being sunk and losing his men.

3) A midshipman company commander really wants to win first place at the brigade parade, but is reluctant to urge his classmates to perform in the manner required of them for the company to win.

4) Sam Scriggit wants to be a naval officer, but doesn't want to go to the Academy. If he joins the Navy through another officer candidate program, he will avoid the Academy but feels he may not be as well-prepared for a career.

4. General Eisenhower was faced with the following problem during World War II:

> The Objective: Attack at Normandy. If the attack was to have the element of surprise, the forces had to be launched immediately, even though the weather was foggy and this fact might impede the landings. Alternatively, the landing could be postponed for a week to await clearer weather, but if this were done it would be during a period of characteristic turbulence in the English Channel and this too would impede the landings.

Choose the approach alternatives of the conflict in the above example.

a. Foggy weather, turbulent ocean

b. Surprise attack, clear weather

c. Both of the above

d. None of the above

---

5. What kind of conflict confronted General Eisenhower?

a. Approach-approach

b. Approach-avoidance

c. Double approach-avoidance

d. Avoidance-avoidance

Now, check your answers on page 6.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. b, c
2. a-2, b-4, c-3, d-1
3. a-1, b-2, c-3, d-4
4. b
5. c

If all your answers are correct, go on to Summary 2, on page 23. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Kinds of Conflict

1 A conflict situation involves a choice between "doing this versus doing that," or "doing something versus doing nothing."

A conflict situation is indicated in which of the following?

a. "Should I marry Judy, or should I marry Jill?"

b. "Should I marry Janet, or should I not marry Janet?"

c. Both of the above

d. None of the above

---

2 In a. in frame 1 above, the individual might also have a third alternative of doing neither. However, to simplify our study of conflict, we will consider conflict as involving only the two basic types of situations indicated above.

Our study will concern which two basic situations?

a. "Doing this versus doing that"

b. "Doing something versus doing nothing"

c. Both of the above

d. None of the above

3 In one basic situation, Jack would have:

One alternative -- choose Jill

Another alternative -- choose Judy

In the other basic situation, John would have:

One alternative -- choose to marry Janet

Another alternative -- choose not to marry Janet

Therefore, you can see that two alternatives are involved in each of the basic situations above.

---

4 For a conflict to arise, alternatives must be incompatible. Alternatives are incompatible when both cannot be done at the same time.

Which three illustrate situations in which conflict will not arise?

a. Should I talk to Judy or should I go for a walk with her?

b. Should I go to the officers' club for a drink or for dinner?

c. Upon graduation do I want to fly or do I want to go into nuclear power?

d. Should I wear my uniform or should I go to town?

e. Should I save my money or should I spend it?

5 Within the two types of conflict situations discussed, there are four kinds of conflict which are identified below:

1) Approach-approach
2) Avoidance-avoidance
3) Approach-avoidance
4) Double approach-avoidance

The four kinds of conflict refer to:

a. "Doing this or doing that" situations

b. "Doing something or doing nothing" situations

c. Both of the above

d. None of the above

---

6 Each of the four kinds of conflict must be identified according to the circumstances surrounding the alternatives. Consider the following circumstances:

> You are debating whether to become a naval flight officer or to seek communications training. Being a flight officer provides the opportunity to fly and to further navigational skills. Communications, on the other hand, offers you valuable electronics training and a behind-the-scenes look at operations.

This is an example of an approach-approach conflict.

An approach-approach conflict involves a choice between:

a. Two undesirable alternatives

b. Two desirable alternatives

7 Now consider these circumstances:

The Company Watch Coordinator tells you he has worked out almost all of the watches. You have a choice of a June Week watch or a watch on the Saturday you'd been planning to take a week-end and visit your girl.

This is an example of an avoidance-avoidance conflict.

An avoidance-avoidance conflict involves a choice between:

a. Two desirable alternatives

b. Two undesirable atlernatives

---

8 Match the following:

a. Approach-approach conflict	1) Choice between two desirable alternatives
b. Avoidance-avoidance conflict	2) Choice between two undesirable alternatives

---

9 Reread the situations in frames 6 and 7. Both involve conflict in a:

a. "Doing something or doing nothing" situation

b. "Doing this or doing that" situation

10 Match the following:

a. A seaman is offered a choice between paint chipping or guard detail. He must take one or the other.

b. An officer wants to go to PG School and he's offered it. He wants to command a ship, and he is also offered that. He must choose one or the other.

1) Approach-approach conflict

2) Avoidance-avoidance conflict

---

11 Consider these two different sets of circumstances. Identify the avoidance-avoidance conflict by the number 1 and the approach-approach conflict by the number 2.

a. A junior officer on shore duty in BuPers feels he is likely to be selected as an aide to an admiral whose incumbent aide is soon to be detached. He also has been looking forward to sea duty after this period ashore. He learns from his detail officer that he can get a desirable billet on a ship going to the Mediterranean if he wants to go now. If he turns down the sea duty, the aide tour promises to be career-enhancing and interesting. But the sea duty will afford him valuable operational experience in enjoyable circumstances.

b. LTJG Ehrl, the Deck Division Officer, feels his personality clashes with that of his department head. If he stays in his present billet, he is certain he will have trouble. To avoid this trouble, he would like to change to a billet in the Engineering Department, but he had had some trouble with the Engineering Officer. Ehrl thinks he might have a personality clash with him, too.

12 Reread the examples in frame 11. Each situation involves:

a. Two alternative goals

b. One goal

---

13 Which three of these could be an approach-approach conflict?

a. Choice between two undesirable alternatives

b. "Doing this or doing that" conflict situation

c. Negative-negative

d. Positive-positive

e. Choice between two desirable alternatives

---

14 Which three of these could be an avoidance-avoidance conflict?

a. "Doing this or doing that"

b. Positive-positive

c. Choice between two undesirable alternatives

d. Negative-negative

e. Choice between two desirable alternatives

15 The third kind of conflict is called "approach-avoidance." As its name implies, it combines elements of the first two kinds of conflict discussed.

An approach-avoidance conflict:

a. Involves a choice between two alternatives, one desirable, the other undesirable

b. Has negative-positive elements

c. Both of the above

d. None of the above

---

16 Which illustrates an approach-avoidance conflict?

a. A person wants to save a decaying tooth but dreads the pain of deadening and drilling.

b. A person wants to save his decaying tooth so much that the pain of deadening and drilling is a negligible factor.

17 The fourth kind of conflict is called double approach-avoidance. Consider these circumstances.

> You have been studying nuclear engineering, enjoying it and doing well. The prospect of working in that field is appealing. You feel you can be accepted for the nuclear program but you don't care much for submarine duty. You are physically active and enjoy competitive sports. The thought of becoming a Marine officer appeals strongly to you but the opportunity to work in nuclear engineering as a Marine officer is limited. As a first classman you must make a service selection.

The double approach-avoidance conflict is characterized by:

a. Negative-positive aspects of each alternative

b. Both alternatives having desirable and undesirable aspects

c. Both of the above

d. None of the above

---

18 Match the following:

a. Approach-approach	1) Negative-negative
b. Avoidance-avoidance	2) Positive-positive
c. Approach-avoidance	3) Positive-negative
d. Double approach-avoidance	

19 Match the following:

a. Individual desires both alternatives.

b. Both alternatives are undesirable.

c. One alternative is desirable, the other undesirable.

d. Both alternatives have desirable and undesirable aspects.

1) Avoidance-avoidance

2) Double approach-avoidance

3) Approach-approach

4) Approach-avoidance

---

20 Which defines conflict?

[✓ a.] Situation in which two alternatives can be selected

b. Situation in which two alternatives are incompatible

21 Below are listed the four kinds of conflict. Each situation illustrates a different kind of conflict.

Match the number to the letter.

a. Do I orient my Navy career toward being a line officer or a staff (supply) officer: The line duty is varied, exciting, offering the opportunity to command a ship. I like that challenge but I won't have the opportunity to really delve into fiscal management. As a staff (supply) officer I could concentrate my efforts and become a real specialist in fiscal management--a subject which I have been interested in for several years, but will miss the chance to have an exciting operational command.

b. Do I want to work in the Pentagon or do I want to command a ship? I feel both offer great career opportunities.

c. MIDN Jackson has to take a test and he does not know the material. Should he take the test and risk failing or attempt to get a sick-in-room chit and hope he doesn't get challenged about it.

d. You want to stay in the Academy but you find the regimented life hard to take.

1) Approach-approach

2) Avoidance-avoidance

3) Approach-avoidance

4) Double-approach avoidance

22. From the foregoing discussion, you should be able to match the following:

a. Approach-approach

b. Avoidance-avoidance

c. Approach-avoidance

d. Double approach-avoidance

1) Involves one goal

2) Involves two alternative goals

---

23. From the foregoing discussion, you also should be able to match the following:

a. Avoidance-avoidance

b. Approach-approach

1) Negative-negative

2) Positive-positive

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

Kinds of Conflict

Answer the following questions as indicated in your Student Guide.

---

1. From the following statements select the two which define the conditions under which conflict occurs.

   a. Conflict occurs when an individual feels both alternatives are desirable and chooses both.

   b. Conflict occurs when an individual feels both alternatives are undesirable but chooses both anyway.

   c. Conflict occurs when an individual finds that the situation is such that the two alternatives are incompatible.

   d. Conflict occurs when an individual has only one objective to consider, and the alternatives of the conflict are whether to accept or reject the objective.

---

2. Match the kinds of conflict situations with their corresponding definitions.

   a. Approach-approach
   b. Avoidance-avoidance
   c. Double approach-avoidance
   d. Approach-avoidance

   1) Both alternatives are incompatible and undesirable.
   2) An individual has the alternative of accepting or rejecting one objective because it has both desirable and undesirable aspects.
   3) Both incompatible alternatives have desirable and undesirable aspects.
   4) Both alternatives are incompatible and desirable.

3. Match the kinds of conflict situations with the examples illustrating each.

a. Approach-approach

b. Avoidance-avoidance

c. Approach-avoidance

d. Double approach-avoidance

1) Commander X sees two advanced U.S. river assault craft sink as they try to infiltrate the enemy's minefield. He is faced with these alternatives: retreat and fail to accomplish his mission, or try to cross the minefield, knowing the high probability of being sunk and losing his men.

2) Sam Scriggit wants to be a naval officer, but doesn't want to go to the Academy. If he joins the Navy through another officer candidate program, he will avoid the Academy but feels he may not be as well-prepared for a career.

3) A midshipman company commander really wants to win first place at the brigade parade, but is reluctant to urge his classmates to perform in the manner required of them for the company to win.

4) Midshipman Y has the opportunity of going through aviation training or submarine training, both of which interest him.

4. General Eisenhower was faced with the following problem during World War II:

> The objective: Attack at Normandy. If the attack was to have the element of surprise, the forces had to be launched immediately, even though the weather was foggy and fog might impede the landings. Alternatively, the landing could be postponed for a week to await clearer weather, but if this were done it would be during a period of characteristic turbulence in the English Channel, and this too would impede the landings.

Choose the approach alternatives of the conflict in the above example.

a. Surprise attack, clear weather

b. Foggy weather, turbulent ocean

c. Both of the above

d. None of the above

____

5. What kind of conflict confronted GEN Eisenhower?

a. Approach-approach

b. Approach-avoidance

c. Avoidance-avoidance

d. Double approach-avoidance

____

Now, check your answers on page 22.

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ANSWERS TO SUMMARY POST-QUIZ 1

1. c, d
2. a-4, b-1, c-3, d-2
3. a-4, b-1, c-3, d-2
4. a
5. d

Now, go to Summary 2 on the next page.

Summary 2

Gradients of Goal Strength

The conceptualization of conflict in terms of approach and avoidance reactions implies that every goal exerts some amount (strength) of attraction or repulsion on the individual. The relationships between the strength of the goal, the characteristics of the goal, and the distance of the individual from the goal, may be described by the goal gradient, which is illustrated in the graph below.

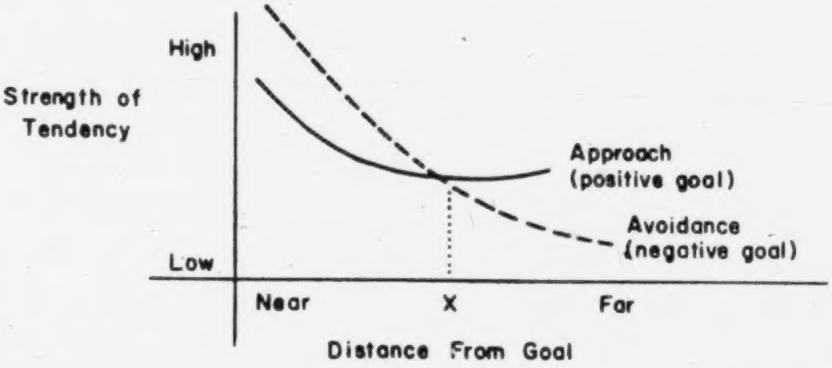


Figure 1

The curved lines in Figure 1 show the goal strength, which is the relative amount that a goal attracts or repels. There are two important characteristics of the goal gradient:

1. The strength of the tendency (either approach or avoidance) is stronger the nearer one is to it. For example, the anxiety of a ship's crew increases as the ship approaches a battle zone.

2. In general, the gradients (degree of slope) on avoidance tendencies (-) are steeper than those of approach tendencies (+). In Figure 1, the avoidance tendencies are greater than the approach tendencies, so it is unlikely that the person would proceed any closer to the goal than Point X (the place where the two curves meet). This is particularly relevant to approach-avoidance situations in which the individual's behavior may vary with his physical or psychological distance from the source of conflict. As an example, for an individual contemplating marriage, the positive aspects far outweigh the negative ones. As the wedding day approaches, however, he may become more and more anxious about the potentially negative consequence of his decision. The "panic at the ceremony" which a prospective groom often displays may seem humorous, but in fact may be a deeply disturbing psychological reality.

In Figure 2, the avoidance tendency is not as strong as that shown in Figure 1, so the two curves never cross. In this case, the person would go all the way to the goal. This is the case of most bridegrooms.

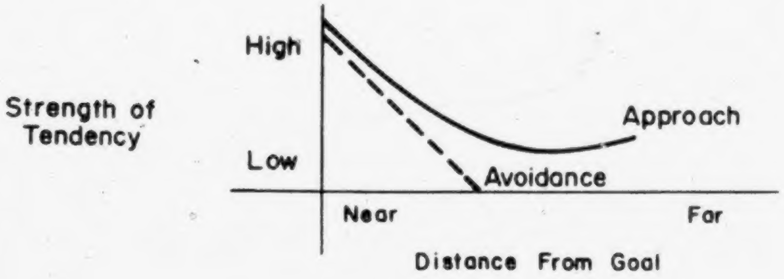


Figure 2

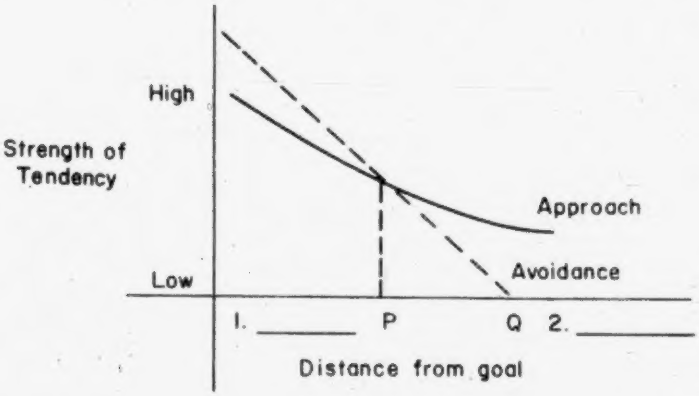
This is the end of Summary 2. Now, go to Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Gradients of Goal Strength

Answer the following questions as indicated in your Student Guide.

1.



In the graph shown here, how should the blanks read?

a. 1. near, 2. far

b. 1. far, 2. near

c. 1. +, 2. -

d. 1. -, 2. +

2. If the preceding graph depicts an approach-avoidance conflict:

a. The person would proceed all the way to the goal.

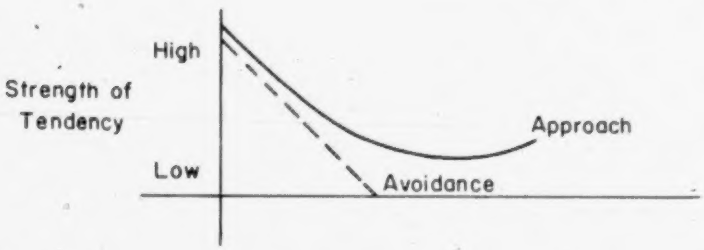
b. The person would proceed only as far as Point Q.

c. The person would proceed only as far as Point P.

d. None of the above

---

3. In this graph, suppose the goal activity was taking the final exam. A student may be motivated both by the anticipation of a good grade and the fear of failure.



Which is correct?

a. The dotted line represents the effect of fear of failure.

b. The dotted line represents an attempt to avoid taking the exam.

c. Both of the above

d. None of the above

4. Which of the following are true of goal strength?

   a. The strength is greater the farther one is from the goal.

   b. The strength is greater the nearer one is to the goal

   c. Negative alternatives are always stronger than positive alternatives.

   d. All of the above

---

5. MIDN LeDent wants to have a tooth filled because he doesn't want the cavity to become larger, but he is afraid of dentists. His dental appointment is at 1400. At 1345 he decides not to go. Explain LeDent's behavior by selecting the rule which governed his behavior.

   a. Avoidance tendencies are stronger when at a distance from the goal.

   b. The avoidance tendency was equal to the approach tendency at 1345.

   c. The approach tendency was eliminated at 1345.

   d. None of the above

Now, check your answers on page 30.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. c
3. a
4. b
5. b

If all your answers are correct, go to Summary 3 on page 47. If you missed one or more questions, go to the next page and go through Programed Sequence 2.

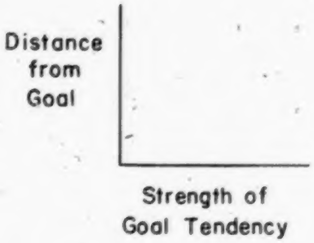
Programed Sequence 2

Gradients of Goal Strength

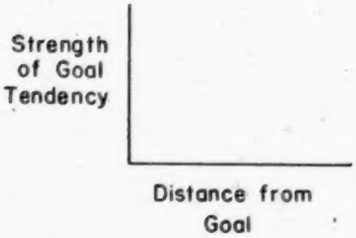
1 The vertical axis of a goal tendency graph will show the relative strength of the approach and avoidance tendencies. The horizontal line will show the distance from the goal.

Which lines are labeled correctly?

a.


Distance from Goal
Strength of Goal Tendency

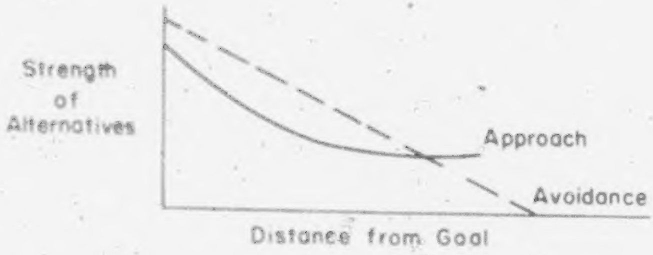
b.


Strength of Goal Tendency
Distance from Goal

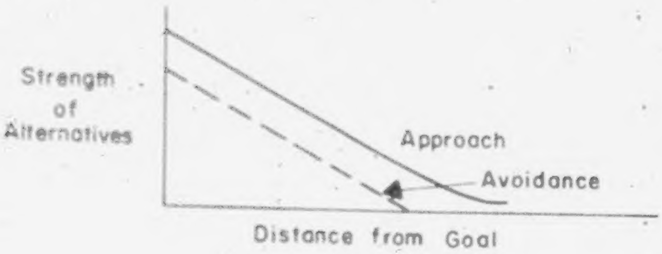
2 We normally indicate two curves on the graph. One shows the tendency to approach the goal. The other shows the tendency to avoid the goal as a function of distance from the goal.

In which case is the approach tendency stronger at the goal than the avoidance tendency?

a.



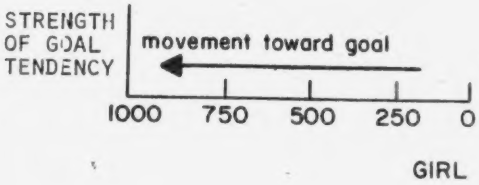
b.



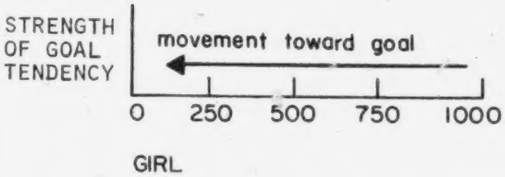
3 Now let us suppose a situation in which a midshipman is a 1,000 yards away from a soda fountain. The midshipman is going to ask a girl at the soda fountain out for a date. The situation is plotted on the horizontal lines below.

Which shows how this goal distance would be plotted?

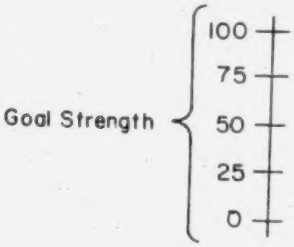
a.


STRENGTH OF GOAL TENDENCY
movement toward goal
1000
750
500
250
0
GIRL

b.


STRENGTH OF GOAL TENDENCY
movement toward goal
0
250
500
750
1000
GIRL

4 Normally, there are no units on the goal tendency axis, since it shows a relative strength. But for this example, let's assume that blood pressure is a reliable index of goal tendency.



Whether the numbered increments indicated blood pressure, respiration or what not, you can see that the stronger the tendency:

a. The lower it will be placed on the axis

b. The higher it will be placed on the axis

---

5 Now let us see what happens if we plot the strength of MIDN Roman's tendency toward asking the soda fountain girl out for a date. He is an average man and is eager to take out a pretty girl. However, like all men, he has normal apprehension about being turned down.

Match the following:

a. Wants to ask her out

b. Normal fear of possibly being turned down

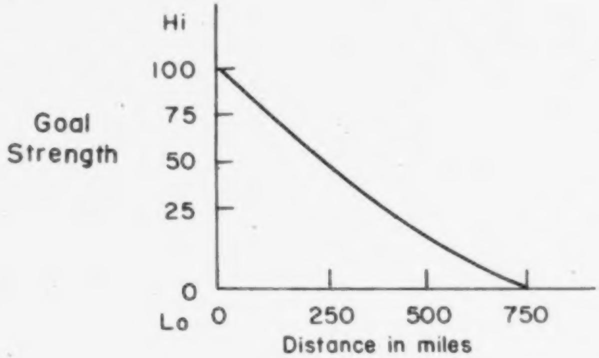
1) Approach tendency

2) Avoidance tendency

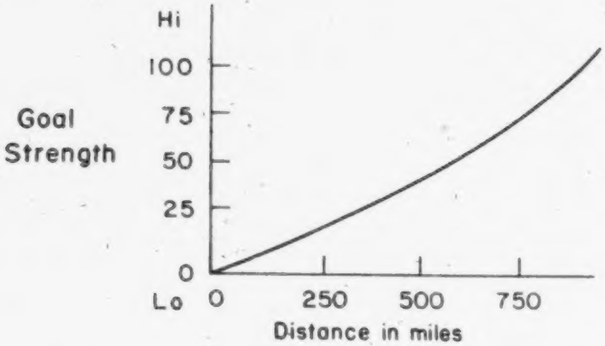
6 Usually, an approach tendency starts slowly and gradually builds in strength as one nears the goal.

Which graph illustrates a proper plotting of an approach tendency?

a.



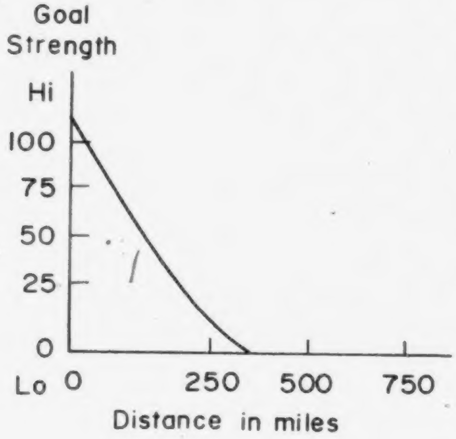
b.



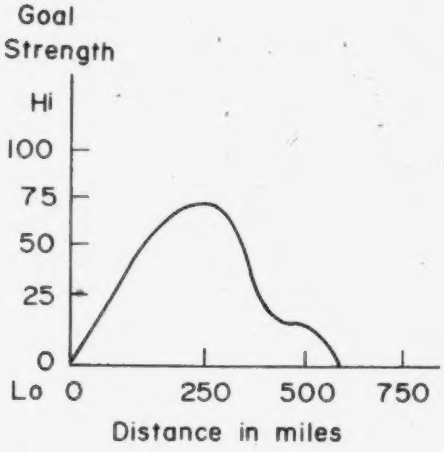
7 An avoidance tendency does not often begin right away, but as one nears the goal the avoidance tendency rises very sharply.

Which graph below illustrates this situation?

a.



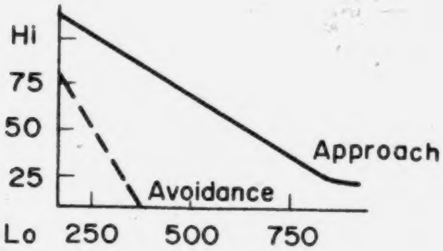
b.



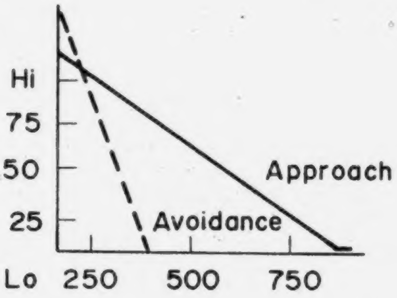
8 Assume two midshipmen are both attracted to the same soda fountain girl in town. MIDN Roman is more forward than MIDN Wells.

Which graph below is most probably MIDN Wells' approach?

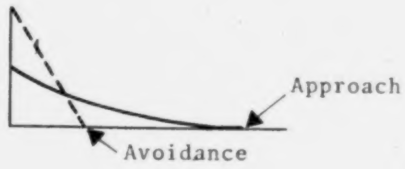
a.



b.



9 If this is MIDN Roman's goal strength graph, you might predict that:



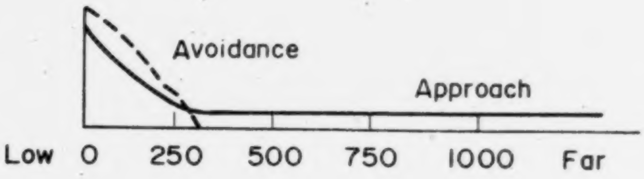
a. He will possibly "break" before asking her for a date.

b. He will be the first one to ask her out.

---

10 The point at which the avoidance curve crosses the approach curve determines the point at which the person will cease to approach the goal. Suppose MIDN Roman is on his way to the soda fountain to ask the girl out and can turn around at any time.

At what point would he take that action?



a. He would continue until he asked her out.

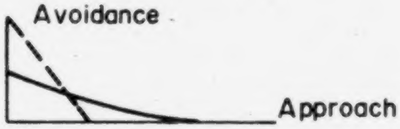
b. He would never start out in the first place.

c. None of the above

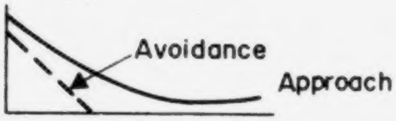
11 Stopping short of the goal could be a function of relatively weak approach tendencies or relatively strong avoidances.

Which graph shows stopping short of the goal due to relatively weak approach tendencies?

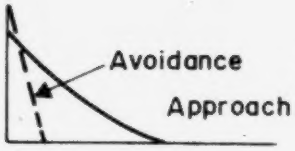
a.



b.



c.



---

12 Which is true?

a. Approach tendencies are usually weak.

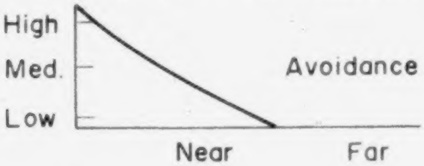
b. The gradient (slope of the curve) is usually greater for approach tendencies than for avoidance tendencies.

c. Avoidance tendencies are weaker away from the goal than near it.

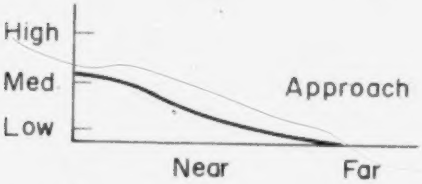
13 ENS Cody is assigned the additional duty of being in charge of a national fund raising drive for his ship. There is a quota to meet and he feels there is not much chance of meeting the quota unless there is a lottery. Cody decides he will have to propose the lottery to the Executive Officer and obtain his concurrence, but he is rather timid about approaching him because he has had several unfortunate experiences with him and has learned that the Executive Officer has a short temper. However, the Captain is always anxious for the ship to meet its responsibilities and looks favorably upon those who bring such success to the ship.

Match each graph to its description.

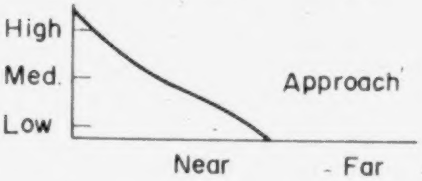
a.



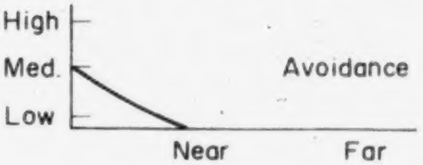
b.



c.



d.



1) The Ensign is powerfully motivated by hopes for a good fitness report.

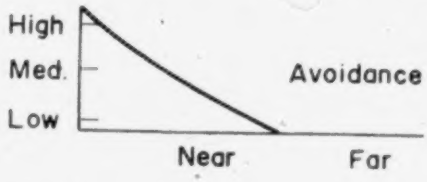
2) The Ensign is not too interested in running the lottery.

3) The Ensign has lots of good ideas and is patient, so a refusal would not bother him.

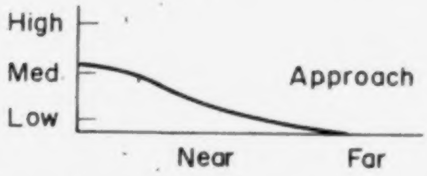
4) He is greatly concerned that the Executive Officer will be displeased with his idea.

14 Look again at the graphs from frame 13 presented below.

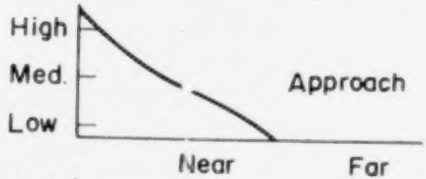
1.



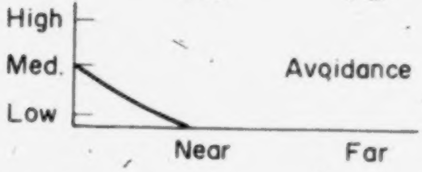
2.



3.



4.



Match the combinations of motives with the corresponding effects.

Combination of Motives	Effects
a. Graphs 1. and 2.	1. ENS Cody does not make the suggestion.
b. Graphs 2. and 4.	2. ENS Cody would propose the lottery.
c. Graphs 3. and 4.	3. He would do so only if his shipmates bet him $5 each that he would not make the proposal (that little extra incentive).

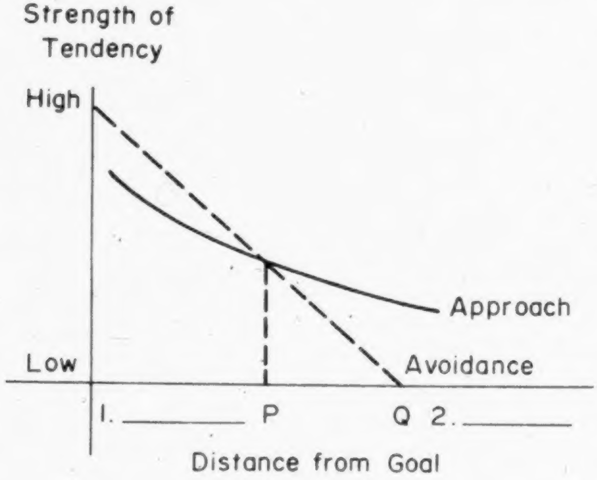
This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

Gradients of Goal Strength

Answer the following questions as indicated in your Student Guide.

1.



In the graph shown here, how should the blanks read?

a. 1. far, 2. near

b. 1. +, 2. -

c. 1. -, 2. +

d. 1. near, 2. far

2. If the preceding graph depicts an approach-avoidance conflict:

a. The person would proceed all the way to the goal.

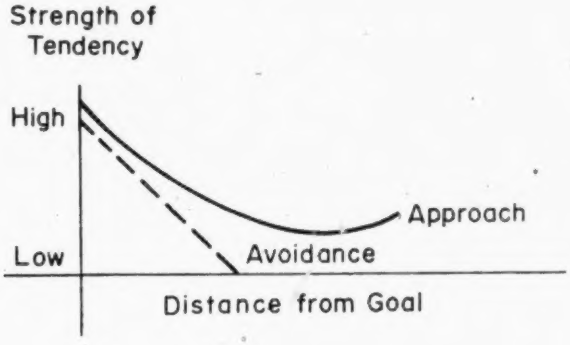
b. The person would proceed only as far as Point P.

c. The person would proceed only as far as Point Q.

d. None of the above

---

3. In this graph, suppose the goal activity was taking the final exam. A student may be motivated both by the anticipation of a good grade and the fear of failure.



Which is correct?

a. The dotted line represents an attempt to avoid taking the exam.

b. The dotted line represents the effect of fear of failure.

c. Both of the above

d. None of the above

4. Which of the following are true of goal strength?

   a. The gradient of approach tendencies is generally steeper than avoidance tendencies.

   b. Negative alternatives are always stronger than positive alternatives.

   c. The strength is greater the nearer one is to the goal.

   d. All of the above

5. MIDN LeDent wants to have a tooth filled because he doesn't want the cavity to become larger, but he is afraid of dentists. His dental appointment is at 1400. At 1345 he decides not to go. Explain LeDent's behavior by selecting the rule which governed his behavior.

   a. The avoidance tendency was equal to the approach tendency at 1345.

   b. Avoidance tendencies are stronger when at a distance from the goal.

   c. The approach tendency was eliminated at 1345.

   d. None of the above

Now, check your answers on page 46.

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ANSWERS TO SUMMARY POST-QUIZ 2

1. d
2. b
3. b
4. c
5. a

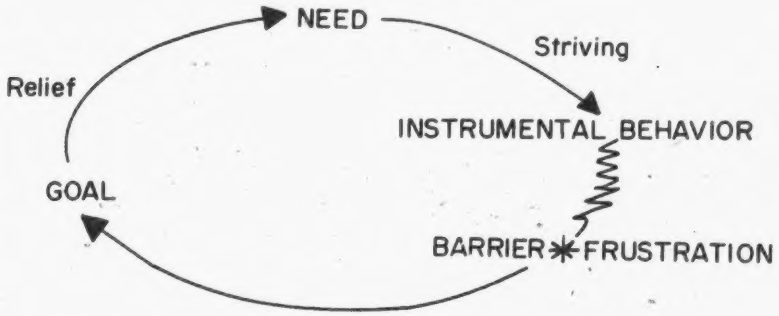
Now, go to Summary 3 on the next page.

Summary 3

Conflict vs. Frustration

Frustration may be defined as a barrier that thwarts the attainment of a goal. In a frustration situation, some environmental conditions prevent the occurrence of an otherwise highly probable response. For example, an individual looks forward to reading the morning newspaper; he would be frustrated if the paper were not delivered. In the case of a naval officer student pilot whose first solo flight was postponed for a week by weather conditions at Pensacola, the frustrating condition is the weather which thwarts the attainment of the goal.

View of frustration in terms of the motivation cycle:



Frustration, and resulting stress, can add to original drive, and cause individual to push harder toward goal.

Figure 3

It should be noted that there is a subtle difference between frustration and conflict. In a frustrating situation there is a blocking of, or interference with, an ongoing goal-directed activity. In a conflict situation there is no objective barrier between the individual and the goal, but only the individual's own opposing response tendencies which prevent him from completing the goal-directed behavior. In other words, in conflict, an individual is faced with a decision; in frustration, the individual knows what he wants but something is keeping him from attaining it.

Emotional Response to Frustration

An individual may react in a number of ways under conditions of conflict or frustration. Three of these emotional responses are fear, helplessness, and hostility.

Fear is an acquired (learned) emotion associated with a situation which is perceived by an individual as threatening to his well-being and for which he does not have an adequate response. Fear may be learned through classical conditioning, through imitation, or as a result of unpleasant consequences of goal-directed behavior (for example, when a child is burned while examining a flame). Fears are modified by acquiring skills needed to cope with fear-producing situations, and fears may also be modified by counter-conditioning. Fear may also serve as a drive; it may initiate, direct, and maintain behaviors which generally remove the individual from fearful situations.

The helplessness the individual feels when he can observe no solution to a conflicting or frustrating situation is termed personal frustration. As noted in Figure 3, this frustration may become motivational.

Hostility is a feeling of anger growing out of a frustration and directed toward a conflicting or frustrating situation.

The frustration aggression hypothesis states that frustration always leads to aggression, and that aggression always is an indication of some sort of frustration.

This is the end of Summary 3. Now, go to Summary Pre-Quiz 3 on the next page.

Summary Pre-Quiz 3

Conflict vs. Frustration

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following is the general definition of frustration?

   a. An environmental condition that enhances the occurrence of a highly probable response

   b. Anything that may act as a catalyst to the attainment of a goal

   c. A barrier that thwarts the attainment of a goal

   d. None of the above

---

2. EXAMPLE 1: MIDN Beamon wants to take his leave in the Bahamas, but he doesn't have the money.

EXAMPLE 2: ENS Henson wants to take his leave in the Bahamas, but if he goes, he'll miss the chance of seeing his girl friend back home.

Which statement is true of the examples above?

   a. Example 1 is conflict; Example 2 is frustration.

   b. Examples 1 and 2 are frustration.

   c. Examples 1 and 2 are conflict.

   d. Example 1 is frustration; Example 2 is conflict.

3. Which of the following defines fear?

   a. An emotion associated with a situation which is perceived as a threat to the individual and for which he does not have an adequate response

   b. An emotion associated with a situation which is perceived as an unknown

   c. Both of the above

   d. None of the above

---

4. When he was a child, SN Freeman was locked in a closet by an older brother and left there for several hours; as a result he developed a fear of enclosed, small quarters. He now wants to apply for submarine training.

   If you were SN Freeman's Division Officer, how would you modify his fear?

   a. By taking him on a submarine cruise

   b. By letting him sit in a closet for several hours to get over his fear now that he is a grown man

   c. By sending him to the ship's psychologist who is best qualified to teach skills needed to cope with fear-producing situations and to modify fear by counterconditioning

   d. None of the above

5. Which of the statements best describes the relationship between frustration and hostility?

a. Hostility is a feeling of need which grows out of frustration.

b. Hostility is a drive which causes frustration.

c. Hostility is a feeling of irritation caused by the lack of conflicts in one's life.

d. Hostility is a feeling of anger growing out of a frustration or conflict and directed toward the frustrating or conflicting situation.

---

6. PO Norvell is trying to open the porthole, but it is stuck, so he feels like smashing the glass with his fist.

In the example above, which emotional response is displayed by PO Norvell?

a. Fear

b. Helplessness

c. Hostility

d. None of the above

Now, check your answers on page 54.

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ANSWERS TO SUMMARY PRE-QUIZ 3

1. c
2. d
3. a
4. c
5. d
6. c

If all your answers are correct, go to Summary 4 on page 69. If you missed one or more questions, go to the next page and go through Programed Sequence 3.

Programed Sequence 3

Conflict vs. Frustration

1 Suppose an individual in a decision making situation is forced into a choice of "doing this or doing that." You recall that he:

a. Is in a high probability situation

b. Is in a conflict situation

---

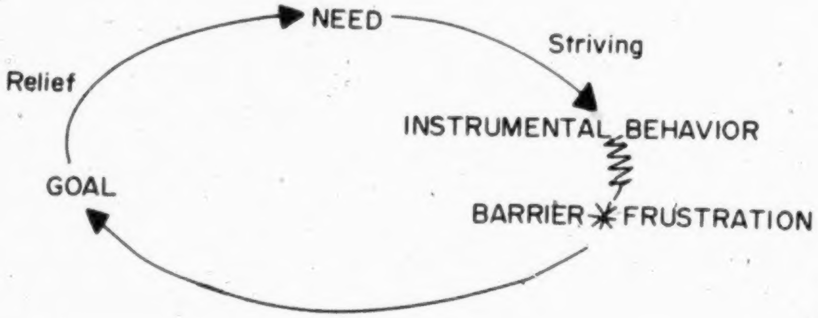
2 In a conflict situation, it is the individual's opposing tendencies that hold him back from resolving the situation. In a frustration situation, this is not so. In a frustration situation, the individual is blocked from his goal.

Which is a frustration situation?

a. The sailor on liberty who finds there is nothing open

b. The sailor who comes home on leave and doesn't know whether to see his mother or his girl friend first

3 Examine the following view of frustration in terms of the motivation cycle:


NEED
Striving
Relief
INSTRUMENTAL BEHAVIOR
GOAL
BARRIER
FRUSTRATION

MIDN Ladenheim is trying to write a thesis on the development of the Polaris missile. He goes to the library only to find that all the books he needs have already been taken out by his classmates.

Match the following:

a. Goal--relief
b. Need
c. Instrumental behavior--striving
d. Barrier--frustration

1) Going to the library
2) Writing a thesis
3) All books taken out
4) Research material

4 A frustration situation is one that involves a barrier over which the individual has no control.

Which of these are frustration situations? (There may be more than one correct answer.)

a. Heavy rain prevents Frank from making a supply run into town.

b. Jim wants duty aboard the USS Enterprise. He is assigned to another ship.

c. Sam must choose between being assigned to a submarine or sub tender. The option is his.

5 Match the following:

a. Frustration	1) Has power to resolve situation and attain goal if he can overcome avoidance tendencies
b. Conflict	2) Barrier to goal attainment arises over which individual has no control

6 Match the following:

a. Conflict	1) Situation that arises when individual is faced with decision that involves positive and negative feelings
b. Frustration	2) Barrier that thwarts attainment of goal

7 What is the operational definition of frustration?

a. Environmental conditions that prevent occurrence of an otherwise highly probable response

b. Environmental conditions in which two alternatives for action occur

---

8 The operational definition can be simplified into three primary components:

1) Environmental conditions

2) Prevention of occurrence

3) Highly probable response

Now, let's look again at the situation in which Frank can't make a supply run. It also can be broken down into three components. Match these with the primary components numbered above.

a. Heavy rain

b. Supply run

c. Can't drive

9 Conflict and frustration evoke three emotional responses from an individual:

Fear

Helplessness

Hostility

Fear, helplessness, or hostility may occur in which situation below?

a. An individual is faced with approach-avoidance tendencies

b. A barrier thwarts the attainment of an individual's goals

c. Both of the above

d. None of the above

---

10 Fear is defined as an acquired (learned) emotion associated with a situation perceived by an individual as threatening to his well-being and for which he does not have an adequate response.

Which example below describes fear?

a. A child is burned while trying to take a hamburger off the barbecue pit. He won't go near the barbecue pit any more.

b. A child has been scratched by the cat, so the child pulls the cat's tail harder.

11 Which are necessary conditions for fear as stated in the definition?

a. Individual must feel the situation is threatening to his well-being; individual has adequate response.

b. Individual must feel the situation is threatening to his well-being; individual does not have adequate response.

---

12 Which example describes fear?

a. Research director Harrison is assigned by his company to work at the Mission Control Center in Houston. The new responsibility seems awesome, but from past experience he knows, intellectually at least, that he can handle it, so he accepts the position.

b. Research director Kelly is offered a position at his company's installation at the Mission Control Center in Houston. He has the same experience as Harrison, but the new responsibility seems so large that he turns down the offer.

---

13 A counselor at a summer camp teaches swimming. One day, he suffers a severe cramp and barely makes it back to shore. He discontinues his instruction.

Match the following:

a. The situation is threatening to his well-being.	1) He suffers a severe cramp and barely makes it back to shore.
b. He does not have an adequate response.	2) He discontinues his instruction.

14 Which is the definition of fear?

a. An acquired (learned) emotion associated with a situation which is perceived by an individual as threatening to his well-being and for which he does not have an adequate response.

b. An acquired (learned) emotion associated with a situation which is perceived by an individual as enhancing his well-being and for which he has an adequate response.

15 Fear may be modified by acquiring skills needed to cope with the fear-producing situation, or by counterconditioning.

In which example has fear been modified?

a. A child is afraid of the dark. His parents let him sleep with the light on, but they progressively dim the light until the room is dark, and the child is no longer afraid.

b. A child is afraid of the dark. His parents let him sleep with the light on.

16 Conflict or frustration sometimes causes an individual to react with a feeling of helplessness. You can infer that helplessness occurs in which situation below?

a. An individual knows how to resolve the frustrating or conflicting situation.

b. An individual can observe no solution to the frustrating or conflicting situation.

17 Which of the following could induce a feeling of helplessness?

a. Your shipmate has just received a "Dear John" letter.

b. Your shipmate comes down ill. You contact the ship's doctor.

---

18 Thus far, which reactions may be caused by frustration?

a. Helplessness

b. Fear

c. Both of the above

d. None of the above

---

19 A feeling of anger which is directed toward the frustrating situation is called hostility.

Which is an example of hostility?

a. Frank's jeep has a flat. He gets out of the car, doesn't have a jack, and kicks the flat tire.

b. MIDN Wells' car has a flat. He goes back and sits in the car not knowing what to do.

20 ENS Cody applies for a transfer. LCDR McDonnell turns him down for the seventh time. ENS Cody feels like throwing him overboard.

What type of emotional response did he react with?

a. Helplessness

b. Fear

c. Both of the above

d. None of the above

---

21 Which are factors pertinent to hostility?

a. A feeling of not knowing what to do; caused by frustration

b. A feeling of anger; directed at whatever is causing it

This is the end of Programed Sequence 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Conflict vs. Frustration

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following is the general definition of frustration?

   a. A barrier that thwarts the attainment of a goal

   b. Anything that may act as a catalyst to the attainment of a goal

   c. An environmental condition that enhances the occurrence of a highly probable response

   d. None of the above

---

2. EXAMPLE 1: MIDN Beamon wants to take his leave in the Bahamas, but he doesn't have the money.

   EXAMPLE 2: ENS Henson wants to take his leave in the Bahamas, but if he goes, he'll miss the chance of seeing his girl friend back home.

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   c. Example 1 and 2 are conflict.

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3. Which of the following defines fear?

   a. An emotion associated with a situation which is perceived as a threat to the individual and for which he does not have an adequate response

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---

4. When he was a child, SN Freeman was locked in a closet by an older brother and left there for several hours; as a result he developed a fear of enclosed, small quarters. He now wants to apply for submarine training.

If you were SN Freeman's Division Officer, how would you modify his fear?

   a. By sending him to the ship's psychologist who is best qualified to teach skills needed to cope with fear-producing situations and to modify fear by counter-conditioning

   b. By letting him sit in a closet for several hours to get over his fear now that he is a grown man

   c. By taking him on a submarine cruise

   d. None of the above

5. Which of the statements best describes the relationship between frustration and hostility?

a. Hostility is a feeling of need which grows out of frustration.

b. Hostility is a drive which causes frustration.

c. Hostility is a feeling of irritation caused by the lack of conflicts in one's life.

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---

6. PO Norvell is trying to open the porthole, but it is stuck, so he feels like smashing the glass with his fist.

In the example above, which emotional response is displayed by PO Norvell?

a. Fear

b. Hostility

c. Helplessness

d. None of the above

Now, check your answers on page 68.

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ANSWERS TO SUMMARY POST-QUIZ 3

1. a
2. d
3. a
4. a
5. d
6. b

Now, go to Summary 4 on the next page.

Summary 4

Kinds of Reactions to Conflict

The aversive components of conflict and frustration must be dealt with by the individual. Psychologists use the term "ego-defenses" for the methods a person uses to overcome or lessen these aversive events. There are four general categories of ego-defense reactions: aggression, physical withdrawal, psychological withdrawal, and compromise.

1. Aggression is a common response to frustration in which the source of the frustration, or some substitute, is attacked. Aggression may serve as a drive; it may initiate, direct and maintain behavior.

Direct aggressive behavior may be of value, depending upon its use in particular situations. The value of direct aggression is that it may often overcome the difficulty or source of conflict (e.g., attack in battle). Direct aggression is not of value when used in excess of that which would be expected from the frustrating situation (e.g., overreaction to a child's tantrum.

Often it is not "safe" to exhibit direct aggression. For example, when a plebe is reprimanded severely by an upperclassman, he withholds any direct aggression for fear of reprisal. In such cases the aggression may be displaced, i.e., directed toward a substitute object; perhaps his roommate takes the brunt of his displeasure or he returns to his room and studies his assignment more energetically than usual. This is called displaced aggression or displacement.

2. Physical withdrawal is another type of ego-defense response in which the individual avoids or escapes conditions of conflict. Escape and avoidance are the two kinds of physical withdrawal. Escape behavior is leaving the scene of the conflict; or relinquishing the goal in an approach-avoidance situation. In avoidance behavior, the individual anticipates and avoids the conflict situation.

It should be recognized that physical escape or avoidance (a strategic withdrawal) may be an intelligent, rather than a cowardly, defense reaction.

3. Psychological withdrawal is a third type of ego-defense reaction to conflict. There are six general categories of psychological withdrawal: repression, suppression, fantasy, nomadism, regression, and chemical (use of alcohol or drugs).

a. Repression is an unconscious unwillingness to remember a painful or ego-threatening situation.

b. Suppression is a deliberate effort to forget the aversive conflict by turning to other activities.

c. Fantasy is an escape from frustration through daydreaming.

d. Nomadism is moving from place to place to avoid responsibilities which may lead to conflict situations.

e. Regression is the retreat to behavior that was reinforced during an earlier, more secure, period of life.

f. Chemical defense reactions include the use of alcohol or drugs.

4. Compromise is a fourth type of defense behavior which may be displayed in conflict situations. The compromising individual partially gives in, but without entirely relinquishing his original goal. There are four general categories of compromise behaviors: substitution, reaction formation, projection, and rationalization.

a. Substitution behavior is the use of an alternate goal to gratify a motive.

b. Reaction formation is the disguising of a motive so it is expressed in a form directly opposite to its original intent.

c. Projection behavior is where an individual convinces himself that others have the thoughts which actually he has.

d. Rationalization is the process of devising seemingly logical explanations for a situation that would otherwise result in loss of social approval or self-esteem.

Ego-defense reactions may be valuable or undesirable (maladaptive), depending upon the extent to which an individual relies upon them to solve his problems. Their moderate use is a harmless and convenient way of disposing of minor conflicts; however, excessive use to avoid persistent and severe sources of conflict has two major weaknesses. First, ego-defense reactions fail to solve the underlying conflict of motives. Secondly, these reactions may lead the individual into new difficulties with society which, in turn, frustrate other motives of the person.

This is the end of Summary 4. Now, go to Summary Pre-Quiz 4 on the next page.

Summary Pre-Quiz 4

Kinds of Reactions to Conflict

Answer the following questions as indicated in your Student Guide.

---

1. LCDR Pitman must report each day's activities to his Executive Officer, but he is afraid to speak with him in person.

This would be called:

a. Fear syndrome

b. Covert hostility

c. Avoidance reaction

d. None of the above

Frames 2 through 7 give definitions for the various types of psychological withdrawals. Match these definitions with the appropriate type of psychological withdrawal selected from the following list.

a. Repression
b. Suppression
c. Fantasy
d. Nomadism
e. Regression
f. Chemical defense
g. Recession

2. __________ is moving from place to place to avoid conflict situations.

3. __________ is an unconscious unwillingness to remember a painful or ego-threatening situation.

4. __________ is an escape from frustration through daydreaming.

5. __________ is retreating to an earlier, more secure period of life.

6. __________ is a reaction which includes the use of alcohol or drugs.

7. __________ is a deliberate effort to forget the conflict by turning to other activities.

8. MIDN Billings, whose early years were spent in poverty, says in a bull session, "I am not prejudiced against those on welfare; and I really feel sorry for them. But I do think that most of them have no real drive, if you know what I mean."

What kind of compromise is described in the example above?

a. Anxiety
b. Reaction formation
c. Projection behavior
d. Substitution

---

9. Which example is an example of displacement?

a. The seaman who blows up at his buddy over a trivial matter after receiving a "Dear John" letter
b. The drunk who challenges everyone in the place to a fight
c. The ex-drunk who preaches against the sins of alcohol
d. The woman who busies herself with club work to avoid an unhappy home life

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 4

1. c
2. d
3. a
4. c
5. e
6. f
7. b
8. b
9. a

If all your answers are correct, you have completed Part Two, Segment VII. If you missed one or more questions, go to the next page and go through Programed Sequence 4.

Programed Sequence 4a

Kinds of Reactions to Conflict

OVERVIEW: Read Figure 1 and use it for reference.

A person may respond psychologically to conflict in four major ways:

1. Aggression
   a. Direct
   b. Displaced
2. Physical withdrawal
   a. Escape
   b. Avoidance
3. Psychological withdrawal
   a. Repression
   b. Suppression
   c. Regression
   d. Fantasy
   e. Nomadism
   f. Chemical defense
4. Compromise
   a. Substitution
   b. Reaction formation
   c. Projection
   d. Rationalization

Figure 1

1 An individual can experience four types of psychological responses to conflict, as shown in Figure 1.

The first psychological response listed on the figure is:

a. Aggression

b. Physical withdrawal

---

2 Aggressive behavior is not necessarily synonymous with fighting or physical attacks on others. Aggression can be marked by a driving, forceful energy or initiative.

Which example indicates aggressive behavior?

a. It usually takes MIDN Wells six hours to study every night, but tonight he accomplished the same amount of studying in four hours.

b. MIDN Roman usually finishes his homework in four hours. Tonight it took him 4 1/2 hours to do the same amount.

---

3 Aggression is often constructive and overcomes the difficulty or source of conflict.

Which example describes constructive aggression?

a. Several times while standing watch ENS Stenson had difficulty with a malfunctioning pelorus. After a particularly irritating difficulty with an attempt to use it, ENS Stenson took steps to have it repaired immediately.

b. When the plane crashed and your shipmate's clothes caught on fire, you stood there with a stunned look on your face.

4 When a parent takes a child shopping, there is often opportunity for conflicts to arise. The child sees a toy he wants and he picks it up. The parent does not want the child to have the toy. The child begins to cry, clings to the toy refusing to give it up--in short, he throws a tantrum. The parent takes the toy away and spanks the child.

This was not constructive aggression on the part of the child or the parent because:

a. The source of conflict was not removed and aggressive behavior by the child escalated the aggressiveness by the parent.

b. The child did not get to keep the toy.

---

5 Whether aggression is constructive or not depends on whether it resolves the conflict. There is no moral implication in the term constructive.

For example, as far as Hitler was concerned, the restriction of the Jewish race was:

a. Constructive aggression

b. Not constructive aggression

---

6 The second kind of aggression is displaced aggression or displacement. It occurs when the source of conflict is too dangerous to attack or is unavailable.

Which is displaced aggression?

a. SN Tibbs is the best motor pool mechanic on base. The reason he works so well is that two months ago he got a "Dear John" letter from his girl.

b. SN Childs is the top engine maintenance man on ship. He knows his job so well because ship engines have fascinated him all his life.

7 When aggressive behavior is directed at an unrelated object, rather than at the source of frustration, it is called:

a. Direct aggression

b. Constructive aggression

c. Both of the above

d. None of the above

---

8 The Executive Officer tells his administrative yeoman that he must accomplish a certain amount of work within a week to get a 3-day pass. The administrative yeoman wants to have the long weekend free, so he works extra hard trying to finish the work by Friday. He does finish, but the Executive Officer decides that he should stay in the office in case something comes up.

Which shows displaced aggression?

a. The yeoman says, "Sir, you're being unfair, you promised me a pass."

b. The yeoman says nothing but later on calls his girl friend on the phone and starts an argument over nothing.

---

9 Refer to Figure 1. Listed as the second type of psychological response to conflict is:

a. Physical withdrawal

b. Psychological withdrawal

10 Physical withdrawal is a psychological response in which the individual avoids and escapes the conflict situation. Complete the sentence from the choices below. (There may be more than one correct choice.)

In physical withdrawal, the individual would:

a. Select the approach condition of approach-avoidance and conflict.

b. Leave the situation altogether

c. Give up the approach and go no closer to the goal

11 Select the two kinds of physical withdrawal from those listed below.

a. Escape
Avoidance

b. Fear
Helplessness

12 Physical withdrawal is leaving the scene of conflict or relinquishing the goal in an approach-avoidance conflict.

Which is physical withdrawal?

a. A midshipman goes to a popular music concert but all the seats are taken and he can't see or hear the group clearly so he decides not to stay. He returns to Bancroft Hall and listen to his records of the group.

b. MIDN O'Hara decides that he wants to be a nuclear engineer. After exposure to the difficulties of the engineering course, he tries to change his major.

c. Both of the above

d. None of the above

13 Bob wasn't sure whether or not he wanted to be in the Academy; nevertheless, he graduated from the Academy. Still he was never quite certain this was what he really wanted.

This example is not physical withdrawal because:

a. Bob did not relinquish the goal.

b. Bob did not leave the scene of the conflict.

c. Both of the above

d. None of the above

---

14 Escape behavior is an example of negative reinforcement; that is, the escape terminates the aversive event and thus increases the use of escape in the future. For example, SN Smith was having difficulties with his wife. Orders came for SN Smith to go on a six-month cruise. This allowed him to escape from the source of conflict. Seven years later, marital difficulties again occurred.

Which is likely to happen?

a. SN Smith will attempt to resolve his difficulties with his wife in a rational manner.

b. SN Smith will probably request sea duty.

---

15 Avoidance is the second kind of:

a. Physical withdrawal

b. Escape

16 In avoidance the individual anticipates and avoids the conflict situation.

Which example describes avoidance?

a. Tim is walking toward you. You say hello and he stops for a smoke--out of your pack--but you tell him you are down to your last one and need it for later.

b. You are down to your last cigarette and Tim is walking toward you. So, when you see him coming, you leave so as not to be stranded without a smoke.

---

17 While on shore leave, ENS Greer was driving along a highway when suddenly he saw another car coming straight at him. He quickly pulled off on the shoulder of the road.

This behavior exemplifies which of the following?

a. Escape behavior

b. Avoidance behavior

---

18 ENS Jones likes football but does not want to get hurt so he remains a spectator only.

This exemplifies which of the following?

a. Avoidance behavior

b. Escape behavior

19 Match the type of psychological response to conflict with the appropriate term.

a. Avoidance

b. Escape

c. Displacement

d. Direct aggression

1) Because his obvious lack of study is being reflected in MIDN Hurd's navigation work, he stands up and leaves the room.

2) Realizing that he doesn't know the material, MIDN Hart decides to cut class altogether.

3) Although he is unfamiliar with the day's lesson, MIDN Swickard feels the instructor is being unduly unjust in quizzing him so he makes a cutting remark instead of responding to the question.

4) After failing the test miserably, MIDN Wells makes some derogatory remarks about his roommate's girl friend.

---

20 The third type of psychological response is:

a. Physical withdrawal

b. Psychological withdrawal

21 There are six kinds of psychological withdrawals. Without looking back at Figure 1, see if you can identify them.

a. Repression
b. Direct aggression
c. Regression
d. Displacement
e. Fantasy
f. Escape
g. Avoidance
h. Chemical defense
i. Suppression
j. Nomadism

---

22 The first kind is repression. Repression is an unconscious unwillingness to remember a painful or ego-threatening situation.

Which example indicates repression?

a. Pete: "Hey Pat, remember when everybody in class broke up when you belched as the prof was explaining the digestive system?"
Pat: "Yeah, I sure pulled a good one off on him."

b. Cal: "Hey Chet, remember the time that good-looking chick named Suzanne shot you down when you asked her to go out to a drive-in?"
Chet: "No man, I don't remember any Suzanne--you must have the wrong guy."

23 Study the following diagram.

Unpleasant Thought (Aversive stimulus) → Repression → Termination of the aversive thought

We can see by the diagram that the repression response is similar to:

a. Escape behavior

b. Aggressive behavior

---

24 The essential condition for repression is:

a. Deliberate unwillingness to remember

b. Unconscious unwillingness to remember

---

25 Suppression is also a psychological withdrawal (escape mechanism) from a conflict situation. However, suppression is the deliberate effort to forget an aversive event by the interposition of other incompatible activities.

Which example is suppression?

a. Herman is repairing a radio, but is depressed because he can't seem to hold his hands steady enough to do the fine soldering required, so he puts down the soldering iron and instead goes to work out in the gym.

b. Herman can't repair his radio because he is having difficulty getting a part that is needed. He decides he will go to the supply depot and wait for the missing piece of equipment that is due in on a shipment later in the day.

26 In the example in frame 25, how can you tell that a is suppression?

a. Because Herman did not maintain the conflict situation

b. Because Herman turned to other activities

c. Both of the above

d. None of the above

---

27 Match the types of psychological withdrawals with the following situations.

a. Repression

b. Suppression

c. None of the above

1) A USNA alumnus at Homecoming recounts his memories of plebe year with an unflagging enthusiasm about all the great times.

2) After a fight with your fiancee, you challenge your roommate to a game of handball.

3) Knowing that you are heading towards a bad section of town, you deliberately take a longer route through a nicer neighborhood.

4) Although far away from home for most of the school year, you are confused and bewildered when your parents disapprove that you have decided to go skiing on your Christmas leave. They say you had promised to be home for the holidays. You hang up the phone, change into gym clothes and work out for a few hours.

28 The third kind of psychological withdrawal is fantasy. Fantasy, like suppression, is the substitution of response which is incompatible with the aversive thought or situation. Fantasy is a psychological withdrawal from conflict often characterized by daydreaming.

Which example is fantasy?

a. You have three difficult book reports to write in one night. You sit at your desk thinking about what you'll do this weekend.

b. You have three difficult book reports to write. So you contract yourself: "First, I'll write them. Then I'll think about what I might do this weekend."

---

29 Complete the sentence from the following choices.

Fantasy is often manifested by:

a. An unconscious unwillingness to remember

b. Daydreaming

30 Match the following:

a. Fantasy

b. Suppression

c. Repression

1) Your roommate gets upset when he finds that you have forgotten it was your turn to clean up the room.

2) While cleaning the room you find an old textbook and you start to think back to the days when you were a plebe.

3) In the middle of cleaning your room, the guys inform you that they are organizing a soccer game. You drop what you're doing and rush out to play.

---

31 Which describes a nomad?

a. A person who always stays in the same place

b. A person who moves from place to place

---

32 The psychological withdrawal in which an individual moves from place to place to avoid conflict is called:

a. Roaming fever

b. Nomadism

---

33 Which is an example of nomadism?

a. John has changed his major seven times, and still can't make up his mind.

b. Charles has majored in physics and has almost qualified for Ph.D.

34 On board ship, LCDR McDonnell bawls out ENS Cody for unsatisfactory performance during a GQ. ENS Cody took his station in the engine room rather than the forward turret as he was assigned.

Match ENS Cody's different possible reactions with the appropriate type of psychological withdrawal.

a. ENS Cody cannot remember being assigned the forward turret.

b. ENS Cody requests a transfer.

c. ENS Cody pictures LCDR McDonnell in a court martial chair rolling ball bearings in his hand.

d. ENS Cody asks to be excused and tells LCDR McDonnell that he has to run an errand for the ship's doctor immediately.

1) Repression

2) Suppression

3) Fantasy

4) Nomadism

---

35 The "return" to a childish form of behavior to avoid or restrain conflict is called regression.

Regression is:

a. Pouting when you can't get your way

b. The exhibition of a behavior appropriate to an earlier, more secure period of life

c. Both of the above

d. None of the above

36 Whenever LT Shelford has a trivial disagreement with his wife, it always ends with her crying.

The form of behavior she uses to resolve conflict is:

a. A childish method

b. A form of nomadism

---

37 Returning home on leave at Thanksgiving, MIDN Bonarek hears rumors to the effect that his fiancee has been dating someone else. He rushes to her home, where he confronts her with what he has heard.

The following responses that she might have would be indicative of which forms of psychological withdrawal?

a. She tells him that if he breaks up with her, she will move to another town.

b. She tells him to stop being silly and quickly suggests that they go out to dinner.

c. She cries, "You don't love me--you've never loved me," and runs into her room, slamming the door after her.

d. She says nothing while Bonarek is there, but after he leaves she begins to yell at her little brother.

e. She starts to talk about the time when they first got together and all of the beautiful plans they had for the future.

f. She says she really can't remember whether or not she dated anybody while he was gone.

1) Repression

2) Suppression

3) Fantasy

4) Nomadism

5) Regression

6) None of the above

38 The sixth type of psychological withdrawal is called chemical defense.

Which is an example of chemical defense?

a. Lynda is taking LSD because she says the world looks better when she's on it.

b. Lynda's mother drinks a glass of sherry after a good dinner, as a complement to her coffee.

d.

39 When MIDN Wells returns home for Christmas leave, he finds that his friends have taken many different paths. Some of them are moderate, conservative college students, and others have turned into radical hippies. One afternoon, MIDN Wells finds himself embroiled in an argument with his more radical friends over the role of the military. Because he wants to retain their friendship, he stays with the discussion.

Match the kinds of action that MIDN Wells might take with the appropriate kinds of psychological withdrawal.

a. Wells decides that he will spend the rest of his leave flying space available around the countryside, looking for places to ski and meeting new people.

b. Wells says that he really doesn't remember the reasons why he joined the Navy.

c. Wells screams at the radicals to leave him alone, slams the door in departure and feels very sorry for himself.

d. Wells says that the conversation is pointless and tries to start talking about the upcoming football game.

e. Wells starts to think about calling an old girl friend that night and going out on the town.

f. Wells gets some of his rough friends and they beat up the radicals.

g. Wells and his friends all go to an apartment and turn on with pot.

1) Repression

2) Suppression

3) Regression

4) Fantasy

5) Nomadism

6) Chemical defense

7) None of the above

40 In conflict, we discussed aggression as a method of resolution and/or goal attainment. We also considered the general category of behavior in which the person gives up the goal (i.e., physical and psychological withdrawal). There is obviously a possible fourth method.

Complete the sentence from the following choices.

It would be:

a. To attempt to stall in reaching a practical solution

b. Compromise

---

41 The first kind of compromise is called substitution. To substitute means:

a. To use in place of another

b. To use the same

---

42 Substitution as one kind of compromise means:

a. The attainment of no goal

b. The use of an alternative goal to gratify a motive

43 It is important to contrast these two concepts.

Suppression: the interposition of other activities to temporarily eliminate the aversive conditions (withdrawal).

Substitution: the selection of an alternative to the unattainable goal which will satisfy the same general motives (compromise).

MIDN Simon wanted to learn about long-range weaponry, so he checked out a book from the library. The book was impossible to understand since it was full of technical jargon.

Which is correct?

a. If he put the book aside temporarily and read a magazine, he would be exhibiting substitution.

b. If he returned the book and got a text on firearms which was more simple he would be exhibiting suppression.

c. Both of the above

d. None of the above

---

44 Which example shows substitution?

a. Kirk wanted to be an aviator but his vision was poor; so he became a radar engineer.

b. Louis wanted to be a maritime lawyer. When he flunked out of school, he started drinking heavily.

45 A second kind of compromise is reaction formation. Reaction formation is the disguising of a motive by expressing it in a form directly opposite to its original intent.

Which of the following shows reaction formation?

a. ENS Hicks pages through a copy of a Playboy magazine and complains out loud how "filthy" it is, as he continues to examine the centerfold girl.

b. ENS Bethel, while examining the centerfold of Playboy magazine, comments on the excellent quality of this month's photography.

---

46 Mickey appears to be one of the most courageous members of the crew. Outwardly, he displays great enthusiasm and bravery. However, he is aware of an almost constant terror deep within him.

This behavior is an example of:

a. Substitution

b. Reaction formation

---

47 The answer in frame 46 is b because:

a. Mickey is disguising a motive so that it is expressed in a form directly opposite to its original intent.

b. Mickey is using an alternative goal to gratify a motive.

48 A third kind of compromise is projection behavior. Projection behavior occurs when an individual convinces himself that others have the thoughts and motives that he actually has himself.

If Jim "projects" and thinks everyone would rather be dishonest and rich than honest and poor, but they just won't admit it, which is true?

a. Jim is right.

b. Jim, himself, may have problems when it comes to money and honesty.

---

49 Match the types of compromise with their identifying characteristics.

a. Substitution

b. Reaction formation

c. Projection behavior

1) Disguising of a motive so it is expressed in a form directly opposite to its original intent

2) Use of an alternate goal to gratify a motive

3) Individual convinces himself that others have the thoughts and motives he has.

50 The fourth type of compromise is called rationalization. It is the process of devising seemingly logical explanations for a situation that would otherwise result in loss of social approval or self-esteem.

Which exemplifies rationalization?

a. MIDN Roman wanted to be a naval aviator and succeeds in being assigned as a student naval aviator. After a few flights and before soloing he requests cancellation of his flight orders and asks for assignment to a destroyer. He tells his seniors and his associates he has decided that flying is too dangerous and makes him nervous.

b. MIDN Wells was really interested in the field of marine biology, but chose to take nuclear physics because of the greater potential for advancement. He tells everyone that his adviser said there was very little need for marine biologists and besides, there have already been two physicists in his family.

51 An individual is afraid of losing social approval or self-esteem in:

a. Substitution

b. Rationalization

52 Match the examples on the left with the psychological reactions on the right.

a. Learning that his request for command of a ship has been denied, CAPT Stewart aims for a high-level desk job in the office of the Joint Chiefs of Staff.

b. After failing his easy test on economics, MIDN Davis claims, "I was dealing with more advanced and sophisticated methods than those covered in the course."

c. MIDN Sterling is sure all of his classmates are only out to find positions of great status and advancement potential.

d. "The only reason," says MIDN Urucinitz, "that I get disciplined so often is that the CO knows my dad is a retired commander."

e. MIDN Osaki cannot complete the problems in his management course, so he skips it and goes to the Steerage for a sundae.

1) Substitution

2) Projection

3) Rationalization

4) Reaction formation

5) Suppression

6) Repression

53 ENS Burroughs, the Division Officer on a ship which is engaged in battle, has noticed a timidity in SN Jones. Finally, Jones's fear becomes so great that he leaves his battle station and hides.

ENS Burroughs should recognize that Jones is demonstrating:

a. Compromise

b. Withdrawal

---

54 In the above example, ENS Burroughs should recognize what kind of withdrawal in SN Jones's behavior?

a. Physical

b. Psychological

---

55 What kind of physical withdrawal did SN Jones demonstrate?

a. Escape

b. Avoidance

This is the end of Programed Sequence 4. Now, go to the next page and take the Quiz.

Summary Post-Quiz 4

Kinds of Reactions to Conflict

Answer the following questions as indicated in your Student Guide.

---

1. LCDR Pitman must report each day's activities to his Executive Officer, but he is afraid to speak with him in person.

This would be called:

a. Fear syndrome

b. Covert hostility

c. Avoidance reaction

d. None of the above

Frames 2 through 7 give definitions for the various types of psychological withdrawals. Match these definitions with the appropriate types of psychological withdrawal selected from the following list.

a. Suppression
b. Nomadism
c. Chemical defense
d. Recession
e. Fantasy
f. Regression
g. Repression

2. __________ is moving from place to place to avoid conflict situations.

3. __________ is an unconscious unwillingness to remember a painful or ego-threatening situation.

4. __________ is an escape from frustration through daydreaming.

5. __________ is retreating to an earlier, more secure period of life.

6. __________ is a reaction which includes the use of alcohol or drugs.

7. __________ is a deliberate effort to forget the conflict by turning to other activities.

8. MIDN Billings, whose early years were spent in poverty, says in a bull session, "I am not prejudiced against those on welfare; and I really feel sorry for them. But I do think that most of them have no real drive, if you know what I mean."

What kind of compromise is described in the example above?

a. Anxiety reaction

b. Projection behavior

c. Substitution

d. Reaction formation

---

9. Which example is an example of displacement?

a. The woman who busies herself with club work to avoid an unhappy homelife

b. The drunk who challenges everyone in the place to a fight

c. The ex-drunk who preaches against the sins of alcohol

d. The seaman who blows up at his buddy over a trivial matter after receiving a "Dear John" letter

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 4

1. c
2. b
3. g
4. e
5. f
6. c
7. a
8. d
9. d

This is the end of Part Two, Segment VII.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO
INDIVIDUAL BEHAVIOR

Segment VII
Conflict

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

CONFLICT

PROGRESS CHECK

Question 1.

When asked to indicate which training school he would prefer, Seaman Brady indicates electronics and medical. Later he finds out that he is qualified for either school and must choose between becoming a corpsman or working in electronics.

Seaman Brady's situation could be described as one of:

a. Avoidance-avoidance

b. Approach-avoidance

c. Approach-approach

d. Double approach-avoidance

Question 2.

Which of the following best defines a conflict?

a. Positive and negative feelings about a goal are present.

b. An individual has negative feelings about a goal.

c. An individual must choose one of two goals.

d. Both a and c above

Question 3.

Which of the following statements identifies characteristics of goal strength?

a. As one nears a negative goal the positive approach tendency becomes dominant.

b. As one nears a positive or negative goal its strength increases.

c. Negative and positive goals have equal strengths at a distance but unequal strengths near the goal.

d. Negative and positive goals have unequal strengths at a distance but equal strengths near the goals.

Question 4.

MIDN Scott has always wanted to perform better than average but his fear of failure often causes him to perform poorly. His typical pattern of behavior before an important exam is to begin studying a week ahead, but to stop studying several days before the exam.

The gradient of goal strength best describing MIDN Scott's behavior is:

a. Positive gradient equal to negative as he nears goal.

b. Negative stronger than positive when near the goal

c. Negative stronger than positive both at a distance from and near goal

d. Both b and c above

Question 5.

MIDN Gregory is assigned to write a research paper for his leadership course. He decides to conduct a personal interview with a retired admiral who is a close friend of his father. However, he is unable to reach the admiral.

This is an example of:

a. Conflict

b. Substitution

c. Frustration

d. Helplessness

Question 6.

A frustrating condition is operationally defined as:

a. The prevention of the occurrence of an otherwise highly probable response

b. The prevention of the completion of a reinforced response sequence

c. The prevention of a response arousal by a goal stimulus

d. All of the above

Question 7.

MIDN Howard was bitten by a German shepherd when he was a child. Now when MIDN Howard encounters German shepherds or any large dog he becomes very frightened.

The best method he can use to modify the fear is:

a. Avoid any situation where a dog might be present

b. Learn how to handle dogs and expose himself only to known friendly dogs (counterconditioning)

c. Attempt to forget the childhood experience

d. None of the above

Question 8.

MIDN Murray is preparing a term paper. For several weeks he has been trying to get a copy of a book that is absolutely necessary for the completion of the paper. He ordered a copy of the book but it hasn't come in yet and the librarian cannot find the library's copy nor the name of the individual who borrowed it. MIDN Murray is at wit's end. He is worried about his paper and afraid he will not pass the course because of it.

His situation is best described as one of:

a. Fear

b. Depression

c. Hostility

d. Frustration

Question 9.

(From Sea Power, Eds. E.B. Potter and Chester W. Nimitz, Prentice-Hall; Englewood Cliffs, 1960, p. 585.)

"In the spring of 1945, as the British, American, and French drove from the west and the Russians closed in from the east, Germany was beaten, although stubborn die-hards prevented the surrender until May."

If a German general in such a conflict position maneuvered his forces out of the area, he would be exhibiting:

a. Physical withdrawal

b. Psychological withdrawal

c. Compromise

d. Displacement

Question 10.

ENS Alexander likes to bowl, but bowls poorly and finds his inevitable low scores produce an uncomfortable situation for him and his teammates. Finally, ENS Alexander gives up bowling, telling his friends he hates it, and takes up golf. His behavior reflects a type of compromise.

Which of the following statements best identifies the compromise?

a. Reaction formation

b. Projection

c. Substitution and rationalization

d. Reaction formation and substitution

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Two SEGMENT VII

REMEDIATION TEXT Syndactic Text VOL-II-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1: Page 1
2	a	Summary 1: Page 1
3	b	Summary 2: Pages 23-25
4	b	Summary 2: Pages 23-25
5	c	Summary 3: Pages 47-49
6	a	Summary 3: Page 47
7	b	Summary 3: Pages 47-49
8	d	Summary 3: Pages 47-49
9	a	Summary 4: Pages 69-70
10	d	Summary 4: Pages 71-72
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO
INDIVIDUAL BEHAVIOR

Segment VIII
Abnormal Behavior

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

"All the world is queer but me
and thee, dear;
and sometimes I think thee is
a little queer."

Ascribed to an anonymous Quaker
speaking to his wife.

There is a fascination with mental disorders that is not easily explained. The material in this segment briefly sketches some of the pathological problems of the mind. Its one intention is to acquaint the leader with potential problems among group members so that he may refer them for proper treatment. It would be a mistake for the reader to apply labels to his acquaintances. It would be worse for him to apply them to himself. This material was reviewed by a recent Naval Academy graduate who had served in Vietnam. His comment was, "If I had known this information I might have been able to save a man's life. I had thought until too late that he was just giving everybody a hard time."

ABNORMAL BEHAVIOR

Summary 1

Characteristics of Neuroses

Abnormal behavior falls within two broad areas of classification: neuroses and psychoses. The difference between them is not always clear, and they may contain considerable overlap. As in most instances of human behavior, the distinction lies primarily in the degree of similarity rather than with the differences per se. This concept is well illustrated in the old cliche, "Neurotics spend their time building castles in the sky and psychotics live in them." The difference, therefore, is essentially quantitative and the distinguishing factor becomes the degree to which normal functioning is disturbed. Throughout this segment, we shall investigate in more detail the similarities and differences between these two classifications.

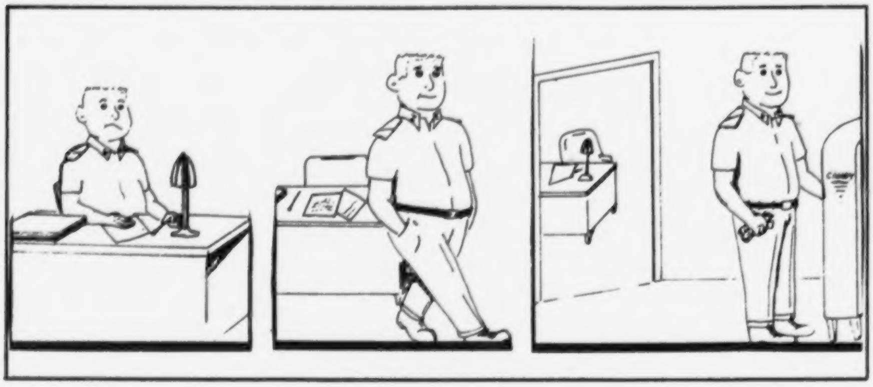
Neuroses (also called psychoneuroses) are mental or personality disorders less severe than psychoses. The person suffering from a neurosis is usually anxious, miserable, troubled, or incapacitated in his work and his relations with others.

Neurotic Responses

Neurotic responses are poor adaptive methods for solving personal or social problems. They are negatively reinforced by an aversive stimulus which is usually internally generated anxiety. Negative reinforcement allows the individual to escape from the painful or fear-producing situation.

The following example illustrates the mechanism through which these responses may operate.

MIDN Stone was placed on academic probation by the academic review board at the end of the semester. As a result, to remain at the Academy, he will be required to maintain a C average for the current semester. At present he has accumulated the following grades: English--B; History--C; Math--D; Government--C. He is anxious about producing a C grade in his one remaining final exam, Physics, to attain the required average. While studying for the difficult Physics exam, his anxiety over the necessary grade achievement generates a neurotic response which takes the form of a study interruption to get something to eat. The eating response is negatively reinforced--thus increasing the probability of recurrence--by providing a temporary escape from the anxiety-producing situation (studying). However, the neurotic response (eating) does not solve Stone's main problem (passing the exam with a C); it only postpones the anxiety. Eventually he must return to studying.



NEUROTIC RESPONSE: MIDSHIPMAN EXHIBITS NEUROTIC RESPONSE (EATING) IN ORDER TO ESCAPE ANXIETY-PRODUCING SITUATION (STUDYING)

(AS)	(R)	($\overline{AS}$)
Anxiety Stimulus	Response	Removal of Anxiety Stimulus
Anxiety over studying for test (success-failure).	Go get something to eat.	While eating, anxiety is temporarily removed.

The previous illustration demonstrates that neurotic reactions may often create problems of their own. For example, the individual in this case may soon become overweight.

Neurotic reactions may be relatively mild in nature, or they may be extremely incapacitating. In the latter case professional treatment may be required to alleviate symptoms.

Treating Neuroses

Methods of treating severe neuroses include:

Alleviating the source of the anxiety. The source of aversive stimulus (usually anxiety) frequently may be alleviated by psychotherapy, which gradually brings the real source to the conscious level and enables the individual to deal with his neurosis more realistically.

Providing a more adaptive way of dealing with the anxiety-producing stimuli. This method of re-education often involves behavior modification in which maladaptive behavior is extinguished with the use of conditioning principles and replaced by more acceptable behavior patterns.

In summary, we have noted that neurotic behavior is reinforced by temporarily removing a source of aversive stimuli, which is usually undefined anxiety. Neurotic behavior does not solve the basic problem but provides maladaptive compensation for it which often leads to further complications.

This is the end of Summary 1. Now, go to Summary Pre-Quiz 1 on the next page.

Summary Pre-Quiz 1

Characteristics of Neuroses

Answer the following questions as indicated in your Student Guide.

1. Which of the following statements correctly describes the difference between neurosis and psychosis?

    a. The difference between neurosis and psychosis is essentially one of quantity, and the distinguishing factor becomes the degree to which normal functioning is disturbed.

    b. The difference between neurosis and psychosis can best be described in terms of causative factors involved in the development of specific behavior patterns.

    c. We can differentiate between neurosis and psychosis in that everyone has some kind of neurosis while psychosis is found only in institutional cases.

    d. Psychotics build castles in the sky and neurotics live in them.

2. Which of the following statements is the general definition of neurosis?

   a. A behavioral disorder in which a person is unusually anxious, miserable, troubled, or incapacitated in his actions and his relations with others

   b. A behavioral pattern often caused by the existence of a feeling of anxiety whose source cannot be easily identified. Person is usually elated.

   c. Both of the above

   d. None of the above

---

3. Which of the following statements correctly describes a method of treatment of neurotic behavior?

   a. The source of aversive stimulus (usually anxiety) frequently may be removed by psychotherapy which gradually brings the real source to the conscious level, and enables the individual to deal with it more realistically.

   b. The best treatment of neuroses is through drugs or shock therapy.

   c. Neurotic behavior may be treated through re-education in which maladaptive behavior is extinguished by the use of conditioning principles and replaced by more acceptable behavior patterns.

   d. Both a and c

   e. All of the above

4. Which of the following statements correctly describes the rule governing the persistency of neurotic behavior?

a. Neurotic behavior is sustained through positive reinforcement which comes about as the result of the extension of the anxiety.

b. Neurotic behavior is sustained through negative reinforcement which comes about as the result of temporary removal of the anxiety-provoking condition.

c. Neurotic behavior is sustained through negative reinforcement which comes about as the result of the extension of the anxiety.

d. None of the above

5. Which of the following statements characterizes neurotic behavior?

a. It is a poorly adapted method of solving personal or social problems.

b. It often leads to greater complications.

c. It only temporarily removes the aversive condition.

d. All of the above

6. The following is an example of neurotic behavior.

ENS Jones has chronic headaches and stomach upsets; he is generally fatigued but cannot sleep. He is usually too tired to attend to his duty.

What is the correct reason for the persistence of his behavior?

a. He has been positively reinforced for "poor health."

b. His "poor health" behavior has been negatively reinforced.

c. His "good health" days have previously been punished.

d. His "good health" days have been extinguished.

Now, check your answers on page 10.

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. a
2. a
3. d
4. b
5. d
6. b

If all your answers are correct, go to Summary 2 on page 23. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Characteristics of Neuroses

OVERVIEW: Mental or personality disorders in human behavior are classified into two categories: neuroses, also called psychoneuroses, and psychoses. Neurotic reactions, less severe than psychotic reactions, will be discussed first. In this sequence, you will learn the general characteristics of neuroses and a general method of treatment.

---

1 The following is a description of neurotic behavior.

Mrs. Malcolm is a non-working housewife. From early afternoon on, she waits nervously for her husband to come home. She is constantly pacing the floor and looking out the window to catch the first glimpse of his arrival, although she knows it is too early. This occurs daily. Upon his arrival, this behavior stops.

Which is characteristic of neurotic behavior?

a. Individual is indifferent.

b. Individual is anxious and troubled.

2 Another attribute of neurosis is illustrated below.

Mr. Penquist was excessively concerned with achieving recognition from his boss. Consequently he was so anxious to "do the job right" that he never accomplished anything. He would spend hours on one assignment, repeatedly tearing up what he had done even though it may have been acceptable. When reprimanded about the level of his productivity by his employer, he would respond by arguing that he could not possibly do a good job if not allotted enough time.

Which statement is descriptive of neurosis?

a. Has little effect in interpersonal relations

b. Incapacitating in work and in relations with others

---

3 Anxiety reactions are not restricted to instances of abnormal behavior. In cases where behavior in response to anxiety is noticeably neurotic, the source of the anxiety is usually difficult to isolate.

Which of the examples below indicates the presence of normal anxiety reaction?

a. While at work, Mr. X spends an inordinate amount of time staring at the telephone. He waits apprehensively for it to ring expecting disastrous news momentarily. He is so concerned with the telephone that he is unable to work effectively. It is not unusual for him to refuse to leave his office for fear of missing the mysterious phone call.

b. While Mr. Y is at work, his telephone rings, bringing news that his wife has been in an automobile accident. He anxiously leaves his office and drives to the hospital. When he arrives, he discovers the injuries are minor, and is relieved.

4 Which of the following statements is helpful in obtaining a definition of neurosis?

a. Neurosis is incapacitating in work and in relations with others.

b. A neurotic individual is anxious and troubled.

c. Both of the above

d. None of the above

---

5 Neurotic anxiety involves something which is unknown and which is generated internally by the neurotic himself.

Which statement describes anxiety?

a. A vague, internally generated fear of something which is unidentified

b. An actual fear of something specific which is in the environment

6 Figure 1 illustrates the method by which neurotic behavior reduces anxiety.

Neurotic reactions may be relatively mild, as shown below.

ANXIETY STIMULUS	RESPONSE	REMOVAL OF ANXIETY STIMULUS
Anxiety over going for a job interview.	Get violently ill	Appointment is cancelled, so anxiety is temporarily removed.
1. Individual suffers anxiety while thinking about the pending interview (success-failure).	2. Shows neurotic reaction or response (becoming violently ill).	3. Is negatively reinforced by the escape from the anxiety-producing condition (interview).

The illness does not solve the individual's main problem (getting a job); it only postpones the anxiety. Eventually the individual must face his problem.

Figure 1

Which is true of neurotic behavior?

a. An individual makes a response which brings about an anxiety-producing stimulus. The anxiety is negatively reinforced because the individual has made the response.

b. An individual is confronted with an anxiety-producing stimulus. He makes a response which is negatively reinforced because it provides temporary removal of the anxiety-producing stimulus.

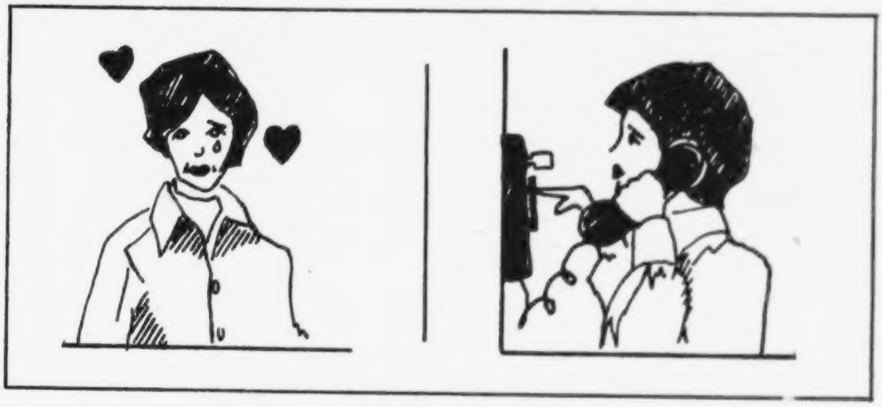
7 Which example illustrates reduction of anxiety by the same method as is presented in Figure 1?

a. ENS Brown is generally uncomfortable in groups. At parties, he forces himself to join others in order to overcome this.

b. ENS Brown is generally uncomfortable in groups. At parties, he stands at the bar and drinks excessively.

---

8 ENS Burnett's wife had three unhappy experiences of broken engagements before she finally married. ENS Burnett is frequently on cruise. When he is not away, his wife calls him at work five to ten times a day, thereby ensuring her security.



NEUROTIC RESPONSE: NEGATIVE REINFORCEMENT

Which response is being reinforced?

a. Mrs. Burnett's phone calls to her husband

b. ENS Burnett's frequent cruises

9 Which is true of neurotic behavior?

a. Neurotic behavior is a maladaptive method of solving personal or social problems, which only temporarily removes anxiety.

b. Neurotic behavior is a maladaptive method of solving personal problems which does nothing to remove anxiety.

---

10 All neuroses are characterized by anxiety, the source of which has been repressed, with the degree of repression varying according to the neurosis.

What may you infer that a method of treatment would include?

a. Allowing the source of anxiety to remain unconscious

b. Discovery and removal of the unconscious source of anxiety

---

11 Neurotic behavior is maladaptive, and the neurotic individual needs re-education.

Which, then, would be considered as a method of treatment?

a. Tell him to quit behaving in a neurotic manner.

b. Provide the neurotic with a more adaptive way to deal with the anxiety-producing stimuli.

12 Which is true of neurosis?

a. Less severe than psychosis

b. Also called psychoneurosis

c. Both of the above

d. None of the above

---

13 LT Houston is overly anxious about his command. He is excessively concerned with his physical well-being, and constantly complains of minor ailments. His complaints are either groundless or grossly exaggerated, but by worrying about his health, he is able to take his mind off the feelings of guilt or inadequacy that cause him to be unbearably anxious.

Which is the correct reason for the persistence of LT Houston's apparently neurotic behavior?

a. LT Houston's anxiety is negatively reinforced because it allows him to be concerned with his physical well-being.

b. LT Houston's excessive concern with his physical well-being is negatively reinforced because it takes his mind off his feelings of guilt or inadequacy.

---

14 Which is a method of treatment of neuroses?

a. Provide the neurotic with a more adaptive way to deal with the anxiety producing stimuli

b. Discover and remove the unconscious source of anxiety

c. Both of the above

d. None of the above

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

Characteristics of Neuroses

Answer the following questions as indicated in your Student Guide.

1. Which of the following statements correctly describes the rule governing the persistency of neurotic behavior?

   a. Neurotic behavior is sustained through negative reinforcement as the result of a temporary removal of the anxiety-provoking condition.

   b. Neurotic behavior is sustained through negative reinforcement as the result of the extension of anxiety.

   c. Neurotic behavior is sustained through positive reinforcement as the result of the extension of anxiety.

   d. None of the above

2. Which of the following statements is the general definition of neurosis?

   a. A behavioral pattern often caused by the existence of a feeling of anxiety whose source cannot be easily identified. Person is usually elated.

   b. A behavioral disorder in which a person is unusually anxious, miserable, troubled, or incapacitated in his actions and his relations with others.

   c. Both of the above

   d. None of the above

3. Which of the following statements correctly describes the difference between neurosis and psychosis?

   a. We can differentiate between neurosis and psychosis in that everyone has some kind of neurosis while psychosis is only found in institutional cases.

   b. The difference between neurosis and psychosis is essentially one of quantity rather than quality, and the distinguishing factor becomes the degree to which normal functioning is disturbed.

   c. Psychotics build castles in the sky and neurotics live in them.

   d. The difference between neurosis and psychosis can be best described in terms of causative factors involved in the development of specific behavior patterns.

4. Which of the following statements correctly describes a method of treating neurotic behavior?

   a. Neurotic behavior may be treated through re-education in which maladaptive behavior is extinguished by using conditioning principles, and replaced by more acceptable behavior patterns.

   b. The source of aversive stimulus (usually anxiety) may be removed in most cases through a process of therapy which gradually brings the real source to the conscious level, enabling the individual to deal with it more realistically.

   c. The best treatment of neuroses is through drugs or shock therapy.

   d. All of the above

   e. Both a and b

5. The following is an example of neurotic behavior.

ENS Jones has chronic headaches and stomach upsets; he is generally fatigued but cannot sleep. He is usually too tired to attend to his duty.

What is the correct reason for the persistence of his behavior?

a. His "good health" days have previously been punished.

b. His "good health" days have been extinguished.

c. He has been positively reinforced for "poor health."

d. His "poor health" behavior has been negatively reinforced.

---

6. Which of the following statements is characteristic of neurotic behavior?

a. It often leads to greater complications.

b. It only temporarily removes the aversive condition.

c. It is a poorly adaptive method of solving personal or social problems.

d. All of the above

Now, check your answers on page 22.

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ANSWERS TO SUMMARY POST-QUIZ 1

1. a
2. b
3. b
4. e
5. d
6. d

Now, go to Summary 2 on the next page.

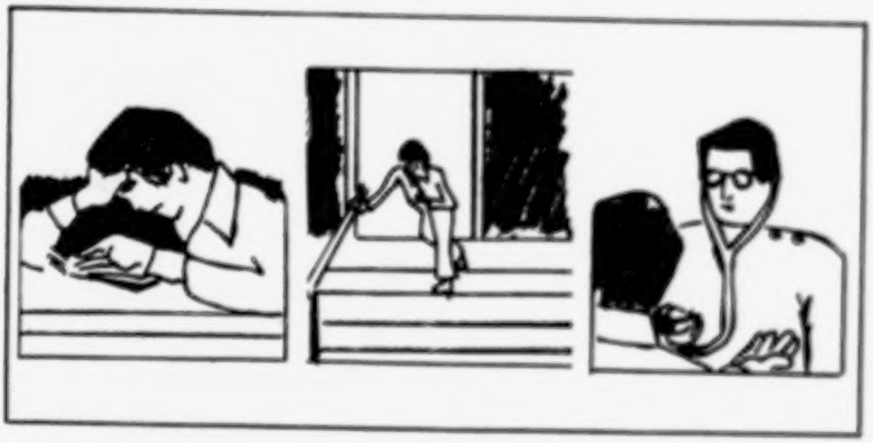
Summary 2

Neuroses

Neurotic behavior is classified into three general categories: anxiety reactions, phobic reactions, and obsessive-compulsive reactions.

Anxiety reactions may be manifested in two ways: uncomfortably high and persistent anxiety; or a sudden, short attack. The distressed individual usually does not perceive his anxiety's source, but may develop an identifiable reaction to his tension. Sometimes the anxiety manifests itself in physiological disturbances such as gastric ulcers or persistent diarrhea. At other times, the anxious neurotic simply "adopts" selected physical symptoms.

Hypochondria is an example of neurotic behavior identified by an individual's anxiety reactions. In this condition, an individual is excessively concerned with his physical welfare or constantly complaining of minor ailments. Although these complaints are either groundless or highly exaggerated, the individual's concern with his health may divert his attention from anxiety-producing situations. He may also receive positive reinforcement through arousing sympathetic responses from those around him.



HYPOCHONDRIA: INDIVIDUAL TEMPORARILY AVOIDS ANXIETY THROUGH EXCESSIVE CONCERN OVER HEALTH

Phobic reactions are neuroses in which relatively specific and irrational fears operate at great intensity. Although otherwise "normal" individuals may have groundless fears, the phobic victim suffers from fears so powerful that they alter and disrupt the course of his life. A man who is extremely afraid of women or of crowds would exhibit a phobic reaction. There are many common and classifiable phobias, including:

1) Claustrophobia (fear of small, enclosed places)
2) Acrophobia (fear of high places)
3) Ochlophobia (fear of crowds)

Obsessive-compulsive reactions are neuroses characterized by either obsessive or compulsive behavior, or both. An *obsession* is an idea that constantly and uncontrollably intrudes into a person's thoughts. Usually, these ideas are both groundless and irrational, but to the sufferer they may be intensely real and threatening. The idea that a person has some dire ailment, will kill himself or someone else, may be an obsession. In less severe cases, senseless phrases or ideas may occupy a person's mind.

Compulsions are acts, rather than ideas, that repeatedly influence an individual's behavior. Some examples are: frequent hand-washing, extreme orderliness, and resolve not to step on cracks in the sidewalk. Obsessions and compulsions are forms of avoidance behavior with a superstitious component. They represent a means of reducing anxiety while repressing the motives that arouse it. An obsession about cancer may result from anxiety about some past action for which the individual fears punishment. A compulsion to wash the hands frequently may stem from anxieties over sexual transgressions; this behavior may represent an attempt to cleanse the individual's guilt. On the whole, compulsions function as defense mechanisms which keep anxiety from reaching unbearable proportions. Often they take the form of superstitious behavior--the performance of various rituals to counteract bad luck, such as knocking on wood, throwing salt over the shoulder, carrying a rabbit's foot, etc.

Now, go to Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Neuroses

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following phrases correctly describes anxiety reactions?

   a. Neuroses featuring intense and observable anxiety as the principal symptom. Symptoms are manifested in physiological disturbances, such as gastric ulcers and persistent diarrhea.

   b. Neuroses demonstrating acquired irrational fears operating at a great intensity

   c. Neuroses which are characterized by complaints of general nervousness, fatigue, and insomnia

   d. None of the above

---

2. A corpsman aboard ship continually has the idea that he has forgotten to lock the narcotics cabinet. Whenever the thought occurs, he ceases his activity and checks the cabinet, only to find that it is locked. This happens about fifteen times daily, making his routine responsibilities difficult to fulfill.

   What neurotic behavior is being exhibited?

   a. Conversion reactions

   b. Obsessive-compulsive reactions

   c. Phobic reactions

   d. Dissociative reactions

3. Which of the following defense mechanisms accompanies obsessive-compulsive behavior?

a. Repression

b. Rationalization

c. Displacement

d. Sublimation

Now, check your answers on page 30.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. b
3. a

If all of your answers are correct, go to Summary 3 on page 43. If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

Neuroses

OVERVIEW: Neurotic reactions are often classified into five general categories. In this sequence you will learn the characteristics and symptoms of the category of anxiety reactions and its subcategory, hypochondria.

---

1 The example below illustrates anxiety reactions.

PO3 Brown was extremely tense and obviously nervous for days at a time. Periodically he would have panic attacks accompanied by nausea and diarrhea.

Which is true of anxiety reactions?

a. Symptoms of anxiety are intense and observable.

b. Anxiety may be manifested as uncomfortably intense and persistent symptoms, or as a sudden, short attack.

c. Both of the above

d. None of the above

2 One sub-category of anxiety is hypochondria, in which the anxiety is manifested in physiological disturbances. The hypochondriac is excessively concerned with his physical welfare, or constantly complaining of minor ailments which are either groundless or highly exaggerated.

Which is an example of hypochondria?

a. ENS X was in an automobile accident and separated six vertebrae. He has since had three operations, none of them successful. Whenever he bends over, he cannot avoid moaning and groaning.

b. ENS Y is unhappy and ineffectual in the Navy. He spends most of his time in sick bay with minor ailments, consequently he cannot perform his assigned duties.

---

3 According to LT Scott, he has had every disease known to man, broken every bone in his body, and suffered immeasurably for as long as he can remember. He is presently suffering from a smorgasbord of virus infections, plus shooting pains in his right leg.

What neurotic behavior is illustrated by the example?

a. Hypochondria

b. Neurasthenia

---

4 Which are the symptoms of anxiety reactions?

a. Intense and observable anxiety

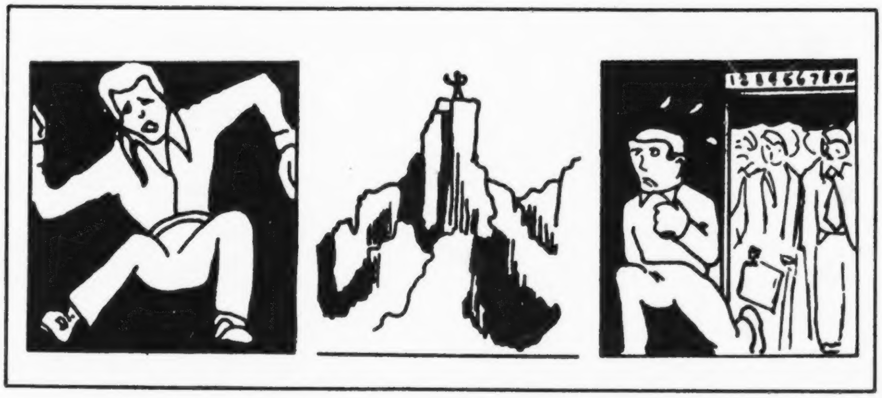
b. Manifested physiological disturbances

c. Both of the above

d. None of the above

OVERVIEW: In this sequence, you will learn the symptoms of phobic reactions. Many otherwise "normal" people have phobias, or groundless fears, but they are not severe, and consequently not disrupting to an individual's course of life. Some examples of the more disruptive phobias are:

1) Claustrophobia - Fear of small, enclosed places
2) Acrophobia - Fear of high places
3) Ochlophobia - Fear of crowds



PHOBIC REACTIONS: CLAUSTROPHOBIA, ACROPHOBIA, AND OCHLOPHOBIA

5 Which is an example of a common phobia, i.e., one that is not necessarily disrupting to one's life?

a. Mrs. Y cannot bear to be in small enclosed places. Whenever she finds it necessary to enter a pantry or closet, she panics.

b. ENS X has been embarrassed by his girl friend, because he refused to take her on a ferris wheel. Whenever he is in a high place, he panics, and feels certain he will fall.

c. Both of the above

d. None of the above

---

6 Which is an example of a severe phobia, i.e., one which is disrupting to one's life?

a. Miss Y feels extremely uncomfortable, anxious, and frightened in crowds. As a result, she stays indoors most of the time.

b. Mr. X has discovered that the very thought of drinking buttermilk causes him to experience nausea. He also experiences nausea when he observes other individuals drinking buttermilk and avoids observing the act as much as possible.

OVERVIEW: In this sequence, the remaining category of neuroses will be presented--obsessive-compulsive reactions.

7 Obsessive-compulsive reactions are a category of neuroses characterized by either obsessive or compulsive behavior, or both. Obsessions are groundless and irrational ideas, but real to the sufferer. Compulsions are acts. These ideas and acts repeatedly intrude into an individual's thoughts and behavior.

Which is an example of compulsive behavior?

a. A successful executive who hated the responsibilities of marriage and fatherhood had the recurring thought that his two children were "somehow in danger." However, he knew them to be safe in a well-run private day-school to which he himself took them every morning. But he felt compelled to interrupt his office routine three times a day by personally calling the school principal to ensure their safety.

b. A successful automobile mechanic who had over the years acquired several garages of his own had the idea several times a day that the roofs on all of his garages would collapse. This seemed improbable, since the buildings were fairly new, but the thought persisted.

8 ENS Smith has had guilt feelings regarding "sexual transgressions" from early childhood. Now he constantly washes his hands, as though to cleanse his guilt, although he does not understand this behavior.

Which is true of compulsive (as well as obsessive) behavior?

a. Obsessive-compulsive reactions may reduce anxiety only temporarily.

b. Because it is repressed, the source of anxiety is deep-rooted.

c. Both of the above

d. None of the above

---

9 Many times daily, CDR Farris, aboard the USS Northern, thinks that for some reason he should leave his cabin and go out on deck. He ignores these thoughts, but they still occur, disrupting his routine.

Which behavior is exhibited?

a. Obsessive

b. Obsessive-compulsive

10 Match each term with its appropriate description.

a. Obsessive

b. Compulsive

c. Obsessive-compulsive

1) Acts which repeatedly intrude into one's behavior

2) Both acts and ideas which intrude into one's behavior and thoughts

3) Ideas which repeatedly intrude into one's thoughts

4) An idea which presents itself, but which fails to produce the desired results

---

11 Which describes phobic reactions?

a. Relatively specific irrational fears operating at great intensity.

b. Fear so powerful as to alter and disrupt one's daily activity

c. Both of the above

d. None of the above

12 Which describes obsessive-compulsive reactions?

a. Acts and ideas which repeatedly intrude into one's behavior and thoughts

b. The source of anxiety is deep-rooted, as a result of repression.

c. Both of the above

d. None of the above

13 Which defense mechanism is a major factor of neuroses?

a. Repression

b. Projection

c. Rationalization

d. Aggression

14 Which is true of neuroses?

a. Maladaptive methods of solving personal or social problems

b. Well-adapted methods of solving personal or social problems

Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

Neuroses

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following defense mechanisms accompanies obsessive-compulsive behavior?

   a. Rationalization

   b. Displacement

   c. Repression

   d. Sublimation

---

2. Which of the following statements correctly describes anxiety reactions?

   a. Neuroses which are characterized by complaints of general nervousness, fatigue, and insomnia

   b. Neuroses demonstrating acquired irrational fears operating at a great intensity

   c. Neuroses featuring intense and observable anxiety as the principal symptom. Symptoms are manifested in physiological disturbances, such as gastric ulcers and persistent diarrhea.

   d. None of the above

3. A corpsman aboard ship continually has the idea that he has forgotten to lock the narcotics cabinet. Whenever the thought occurs, he ceases his activity and checks the cabinet, only to find that it is locked. This happens about fifteen times daily, making his routine responsibilities difficult to fulfill.

What neurotic behavior is being exhibited?

a. Conversion reactions

b. Phobic reactions

c. Dissociative reactions

d. Obsessive-compulsive reactions

Now, check your answers on page 42.

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ANSWERS TO SUMMARY POST-QUIZ 2

1. c
2. c
3. d

Now, go to Summary 3 on the next page.

Summary 3

Psychoses

A psychosis is a mental or personality disorder that often requires custodial care. Individuals suffering from psychoses typically have lost contact with reality, and frequently have hallucinations, while neurotic individuals are victims of anxiety, misery, or troubles.

Functional Psychoses are emotional disorders which are considered to be psychological and not organic in origin. The following three types of functional psychoses--affective reactions, paranoid reactions, and schizophrenic reactions--are explained in this section.

Affective Reactions are emotional reactions associated with manic-depressive psychoses. The individual that exhibits extremes in emotion may be either manic or depressed. Manic behavior is unusually active and elated, and the individual may experience obsessions and delusions. A manic is also frequently aggressive, noisy, and boisterous. The depressed individual feels melancholy, worthless, guilty, and hopeless. He may cry a great deal, may talk of imagined sins, may refuse food and water, and may refuse to dress or care for himself. The extremely depressed person may be on the verge of suicide, and must be watched closely.

A manic-depressive psychosis is cyclical. For periods of time, the individual is manic; then he becomes depressed. His emotional behavior may change rapidly or may span a period of months when almost any emotional pattern may be encountered.

Paranoid Reactions are psychoses characterized by delusions and hallucinations.

Delusions are thoughts of grandeur or persecution. Hallucinations are imagined voices, music, sights, etc., which do not exist. In the paranoid psychotic, these hallucinations and delusions are very elaborately developed. The two factors in the paranoid's adjustment are aggression and projection. His attitudes, acts, and thoughts are full of aggressive tendencies. The hallucinations and delusions represent projection to others of his own aggressive impulses, and he feels that others are "out to get him."

Schizophrenic Reactions are psychoses in which the individual cuts himself off from the real world and lives in a fabricated world. There are three types of schizophrenia:

1) Paranoid Schizophrenia, characterized by delusions and hallucinations (usually of persecution), that are unsystematized, incoherent, and not as elaborately defended as in the paranoid reaction.

2) Simple Schizophrenia, characterized by indifference, apathy, irresponsibility, and withdrawal to a world of fantasy.

3) Catatonic Schizophrenia, characterized by extreme negativism and muscular rigidity. The catatonic may completely ignore people and refuse to talk, or be muscularly rigid to extremes, maintaining an absurd position for hours or days.

Differences Between Neuroses and Psychoses

The basic difference between neuroses and psychoses is the severity of the disorder. As shown in the chart on page 47, the neurotic individual experiences a mild degree of personality disfunction and may exhibit aberrant, but not markedly deviate behavior. He rarely loses orientation to his environment, and often has some insight into his actions. The neurotic is rarely dangerous to himself or to society and he rarely needs to be institutionalized.

The psychotic person experiences a severe degree of personality disfunction and exhibits a wide range of markedly deviate behavior. He frequently loses orientation to his environment, and rarely has insight into the nature of his actions. The psychotic is sometimes dangerous to himself or to society and he usually requires institutional care. An officer is required to identify psychotic and neurotic behavior patterns in individuals for the purpose of securing professional help for them.

Now, go to Summary Pre-Quiz 3 on page 48.

PRIMARY DIFFERENCES BETWEEN THE NEUROSES (PSYCHONEUROSES) AND PSYCHOSES

FACTOR	NEUROSES	PSYCHOSES
General Behavior	Mild degree of personality decomposition; reality contact impaired but patient not severely incapacitated in social functioning.	Severe degree of personality decomposition; reality contact markedly impaired: patient incapacitated in social functioning.
Nature of Symptoms	Wide range of psychosomatic complaints but no hallucinations or other markedly deviate behavior.	Wide range of psychosomatic symptoms and complaints with delusions, halluninations, and other severely deviate behavior.
Orientation	Patient rarely loses orientation to environment.	Patient frequently loses orientation to environment.
Insight	Patient often has some insight into nature of his behavior.	Patient rarely has insight into nature of his behavior.
Social Aspects	Behavior rarely injurious or dangerous to patient or to society.	Behavior sometimes injurious or dangerous to patient or to society.
Treatment	Patient rarely needs institutional care; psychotherapy usually all treatment necessary.	Patient usually requires institutional care; shock and other somatic therapies, in addition to psychotherapy, frequently necessary.

Summary Pre-Quiz 3

Psychoses

Answer the following questions as indicated in your Student Guide.

---

1. In differentiating between psychosis and neurosis, which of the following statements is inappropriate?

   a. Psychoneurotics frequently suffer a loss of orientation and are not usually dangerous to themselves or others.

   b. Psychotics require hospitalization, frequently show language and thought disturbance, and are often incapable of social interaction with others.

   c. Psychotics frequently are delusional, show severe personality disorganization, may be dangerous to themselves, and fail to maintain reality contact.

   d. Psychoneurotics don't usually hallucinate, may possess insight, and maintain reality contact.

---

2. The manic-depressive disorders are classified as:

   a. Special symptom reactions

   b. Neuroses

   c. Psychoses

   d. Organic disorders

3. Which group of statements correctly describes characteristics of psychoses?

   a. Patient rarely loses orientation to environment. Patient often has some insight into nature of his behavior. His behavior is rarely injurious or dangerous to himself or to society.

   b. Patient rarely has insight into nature of his behavior. Patient frequently loses orientation to environment. He has a wide range of psychosomatic symptoms and complaints with delusions, hallucinations, and other severely deviate behavior.

   c. Patient has wide range of psychosomatic complaints but no hallucinations. Individual frequently loses orientation to environment. Displays a severe degree of personality decomposition.

   d. Patient often has some insight into nature of his behavior. Behavior is sometimes injurious or dangerous to patient or society, but individual rarely needs institutional care.

4. An understanding of neuroses and psychoses is important to a naval officer:

   a. Because it can give him an insight into the peculiar problems besetting his subordinates and enables him to personally treat them

   b. In order to refer individuals needing help to a professional capable of dealing with the problem

   c. To recognize when his subordinates are suffering mental strain and the resulting mental disturbances

   d. Because he needs to know the mental condition of his subordinates before considering them for promotion

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 3

1. a
2. c
3. b
4. b

If all your answers are correct, go to Summary 4 on page 75. If you missed one or more questions, go to the next page and go through Programed Sequence 3.

Programed Sequence 3

Psychoses

OVERVIEW: In this series of frames, you will learn about psychotic reactions. Psychoses may be classified as functional or organic. Psychoses that are accompanied by no known disease of the brain are called functional psychoses. Those that are caused by damage or disease in the brain are called organic psychoses.

1 The following is an example of psychotic behavior.

SN Jones feels unjustly treated by his superiors and deprived of opportunities afforded to his shipmates. These imagined conditions build to a delusion that his superiors are "out to get him." His resentment finally reaches a high level of intensity. He gives vent to his hostility and aggression by destroying property, stealing from his shipmates, and setting fires to the officers' quarters without regard to the safety of others or himself.

From the example described, which of the following tells what a psychosis is?

a. A mental or personality disorder more severe than a neurosis, and often requiring custodial care

b. A disorder caused by frustration and characterized by anxiety, but only slightly incapacitates the individual in his relations with others

2 A psychotic individual generally exhibits unrealistic behavior which can be injurious or dangerous to others and possibly to himself.

Which is true of a psychotic individual?

a. He behaves irrationally, but his contact with reality is not markedly impaired.

b. He typically has lost considerable contact with reality.

3 Psychoses are characterized by a loss of contact with reality.

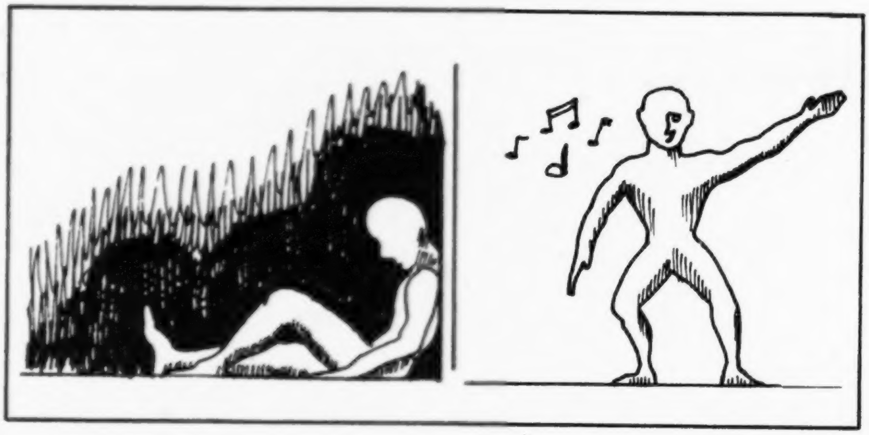
Which describes a psychosis?

a. The individual who experiences extreme panic at the sight or smell of hay

b. The person who believes that he is made of glass and refuses to let anyone touch him

4 The following describes a person suffering from affective reactions.

An individual pounds on walls, yells, and sings. His excited and noisy behavior continues for a week. Then he experiences an emotional change. He begins to cry a good deal of the time and becomes so melancholy that he refuses to take food or water. The individual's emotions irrationally shift between elation and melancholy over an extended period of time.



AFFECTIVE REACTION: INDIVIDUAL'S EMOTIONS SHIFT BETWEEN ELATION AND MELANCHOLY OVER AN EXTENDED PERIOD OF TIME

Which statement describes affective reactions?

a. A psychosis which involves a denial of reality and is characterized by withdrawal into passivity to protect the self from hurt.

b. A psychosis which is cyclical and characterized by extreme fluctuations in emotions.

5 Affective reactions are associated with manic-depressive psychoses. Manic behavior is usually active and elated and the individual may experience obsessions and delusions.

Which describes the manic phase of the psychosis?

a. An individual feels "rotten." He feels guilty and unworthy. He also experiences exaggerated feelings of fatigue. He cares nothing about himself or those around him. He continually thinks of committing suicide.

b. An individual believes that he possesses great wealth. He becomes excited, throws prudence overboard, and uses up all his money without regard to his personal responsibility. He refuses to listen to anyone, and even attacks others with verbal abuse.

---

6 Which is true of affective reactions?

a. Behavior is characterized by extreme ups and downs in emotions.

b. Associated with manic-depressive psychosis

c. Both of the above

d. None of the above

---

7 Paranoid reactions are psychoses which are characterized by elaborate delusions and hallucinations.

Which is an example of paranoid behavior?

a. SN Jones believes that the crew is conspiring to throw him overboard. Every time he goes topside, he imagines that he hears the crew urging him to come nearer the ship's side.

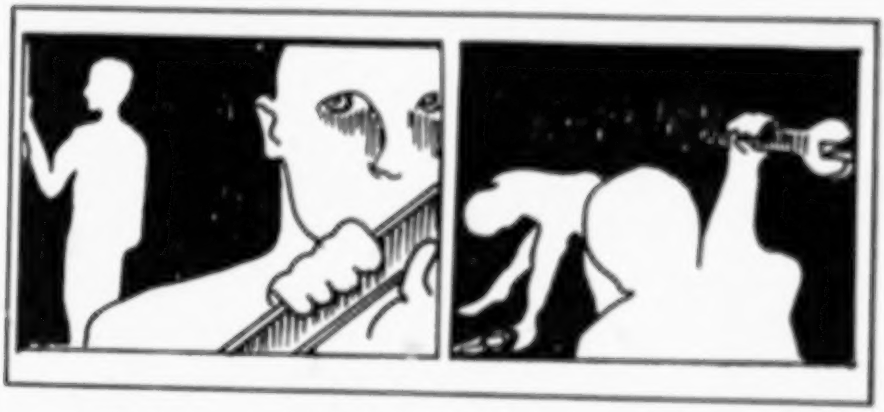
b. SN George's actions and thoughts are full of aggression. He believes that he is ADM George Dewey and that a plot exists to keep him from assuming his rightful position.

c. Both of the above

d. None of the above

8 The following is an example of paranoid reactions.

SN Dement has become increasingly irresponsible and inaccurate in his work. He has developed peculiar mannerisms and is obsessed with the idea that his chief wants to kill him. When he sees the chief reach for a screwdriver, he assaults him with a heavy wrench.



PARANOID REACTION: INDIVIDUAL EXHIBITS ELABORATE DELUSIONARY BEHAVIOR

Considering the example (frame 11), which would you say is true of paranoid reactions?

a. A paranoid's delusions are so strong, and the projection of his aggressive impulses to others is so firmly established, that he is often dangerous.

b. A paranoid's delusions are not firmly established. He may shift with little apparent reason from one delusion to another, making him extremely dangerous.

9 Which phrase describes reactions which may be cyclical and are characterized by extreme fluctuations in emotion?

a. Manic-depressive psychoses

b. Affective reactions

c. Both of the above

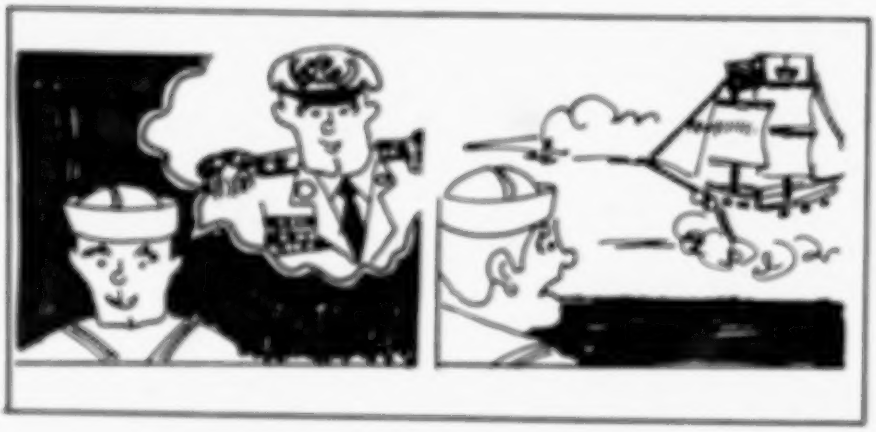
d. None of the above

---

10 Psychoses which are marked by elaborately developed hallucinations and delusions of grandeur or persecution are called which of the following?

a. Affective reactions

b. Paranoid reactions



PARANOID REACTIONS: DELUSIONS OF GRANDEUR AND HALLUCINATIONS

11 Match the psychoses listed in the left column with the appropriate statements.

a. Affective reaction
b. Paranoid reaction

1) Marked by extreme suspiciousness of the motives of others
2) Characterized by cyclical behavior which alternates between excessive elation and acute depression
3) Characterized mainly by reactions of flight, withdrawal, and fear
4) Marked by a loss of contact with reality

---

12 There are several varieties of schizophrenia. The name of this psychosis means, literally, "splitting of the mind." From this which might you infer about schizophrenic reactions?

a. They are psychoses in which the individual cuts himself off from the real world and lives in a fabricated world.
b. They are psychoses in which the individual atones for and thus counteracts immoral desires or acts.

13 Paranoid schizophrenia is characterized by hallucinations and delusions, usually of persecution. Unlike the pure paranoid, a paranoid schizophrenic has unsystematized delusions -- delusions that are incoherent and not so elaborately defended.

Which is an example of paranoid schizophrenia?

a. A man is extremely preoccupied with the idea that his children are in danger. Each day he makes numerous calls to the school his children attend to see if they are all right. He firmly believes that a conspiracy exists to kill his family one by one, and that he will be the final victim.

b. A girl hears voices saying that a wedding has taken place and that she is now the wife of a diplomat. Later, she believes that she is an illegitimate child, then that she is infected with syphilis. Finally, she believes she is being poisoned, and that gas is being shot into her room through the keyhole.

---

14 Which of these statements best compares paranoid reactions with paranoid schizophrenia?

a. The individual suffering from paranoid schizophrenia shifts, with little apparent reason, from one delusion to another; whereas in paranoid reactions, the individual believes in his delusion so strongly that he defends it with elaborate rationalizations.

b. Paranoid reactions are characterized by disorganized delusions and hallucinations; whereas paranoid schizophrenia is characterized by persistent and firmly established delusions of persecution.

15 Here is an example of simple schizophrenia.

SN Baker, who had seemed to be intellectually alert, socially active, and emotionally balanced, begins to be irresponsible and careless in his work and in his interpersonal relations. He becomes apathetic and careless in his personal appearance. His efficiency deteriorates markedly, and he quits participating in all social events. He gradually reaches the point where he makes no attempt to adjust to the world around him.

Which would you say simple schizophrenia is characterized by?

a. Indifference, apathy, irresponsibility, and withdrawal from reality

b. Inactivity and dejection, often with feelings of guilt and worry about inappropriate and neglectful behavior

---

16 Catatonic schizophrenia is characterized by extreme negativism and muscular rigidity.

Which is an example of catatonic schizophrenia?

a. An individual always does the exact opposite of what he is told to do. His behavior is characterized by seclusiveness and submissiveness. Often he adopts peculiar mannerisms of posture, stilted ways of walking, and stony facial expressions.

b. An individual completely ignores people and refuses to say anything under any circumstances. Frequently, he stays fixed in the same position for many hours at a time. He assumes strange positions such as crouching or standing with out-stretched arms for long periods of time.

17 Which of the following terms is applied to behavior characterized by a pattern of emotional dullness, withdrawal from reality, carelessness in personal appearance, apathy, and lack of responsibility?

a. Paranoid schizophrenia

b. Simple schizophrenia

18 Which statement is true of catatonic schizophrenia?

a. Catatonic schizophrenia is characterized by negativism and muscular rigidity.

b. Catatonic schizophrenia is characterized by extreme fatigue and muscular atrophy.

19 Which of the following terms is applied to behavior characterized by a pattern of hallucinations and delusions, usually of persecution?

a. Catatonic schizophrenia

b. Paranoid schizophrenia

20 Match the type of schizophrenic psychoses listed in the left column with the appropriate statement.

a. Paranoid schizophrenic

b. Simple schizophrenic

c. Catatonic schizophrenic

1) Characterized by extreme negativism and muscular rigidity

2) Characterized by unsystematized delusions and hallucinations, usually of persecution

3) Characterized by extreme happiness, extreme depression, or alternation between the two

4) Characterized by indifference, apathy, irresponsibility and withdrawal

OVERVIEW: In this series of frames, you will learn the basic differences between neuroses and psychoses. Figure 1 below illustrates these differences. Refer to this figure in answering frames 32 to 46.

FACTOR	NEUROSES	PSYCHOSES
General Behavior	Mild degree of personality decomposition; reality contact impaired; but patient not severely incapacitated in social functioning.	Severe degree of personality decomposition; reality contact markedly impaired; patient incapacitated in social functioning.
Nature of Symptoms	Wide range of psychosomatic complaints, but no hallucinations or other markedly deviate behavior.	Wide range of psychosomatic complaints with delusions, hallucinations, and other severely deviate behavior.
Orientation	Patient rarely loses orientation to environment.	Patient frequently loses orientation to environment.
Insight	Patient often has some insight into nature of his behavior.	Patient rarely has insight into nature of his behavior.
Social Aspects	Behavior rarely injurious or dangerous to either patient or society.	Behavior sometimes injurious or dangerous to patient or to society.
Treatment	Patient rarely needs institutional care; psychotherapy usually only treatment necessary.	Patient usually requires institutional care; shock and other somatic therapies in addition to psychotherapy frequently necessary.

Figure 1. Primary Differences Between the Neuroses (Psychoneuroses) and Psychoses

21 Which of these statements describes the general behavior of neurosis?

a. Mild degree of personality decomposition; reality contact impaired, but patient not severely incapacitated

b. Behavior injurious or dangerous to patient or to society

22 Which of these statements describes the general characteristics of psychosis?

a. Wide range of psychosomatic symptoms and complaints with delusions, hallucinations, and other severely deviate behavior

b. Wide range of psychosomatic complaints, but no hallucinations or other markedly deviate behavior

23 SN Baker has a compulsion to wash his hands frequently. He takes a shower three times daily, and dislikes doing any work that involves dirtying his hands. His shipmates call him "Mr. Clean," but he answers their gibes with the excuse that because of his nervous tension he perspires and smells sweaty.

Which of these identifies the example above?

a. General behavior of neurosis

b. General behavior of psychosis

24 SN Jones imagines he hears "voices" telling him that one of the ship's cooks is trying to poison him. Convinced of the plot against his life, he begins buying candy and other foodstuffs from the ship's store in addition to stealing canned goods from the hold where the mess supplies are kept.

Which of these identifies the example above?

a. Nature of symptoms of neurosis

b. Nature of symptoms of psychosis

25 Match the mental disorder listed in the left column with its appropriate descriptions.

a. Psychoses

b. Neuroses

1) Reality contact markedly impaired; patient incapacitated in social functioning

2) Wide range of psychosomatic complaints but no hallucinations or other markedly deviate behavior

3) Mild degree of personality decomposition; reality contact impaired, but patient not severely incapacitated in social functioning

4) Severe irresponsibility, apathy, and indifference; reality contact firmly established

5) Wide range of psychosomatic symptoms and complaints with delusions, hallucinations, and other severely deviate behavior

26 Which of these statements describes "orientation" in neuroses?

a. Patient frequently loses orientation to environment.

b. Patient rarely loses orientation to environment.

27 Which of these statements describes "insight" in psychoses?

a. Patient rarely has insight into nature of his behavior.

b. Patient often has some insight into nature of his behavior.

28 SN Charlie is on liberty. As on numerous occasions, he finds himself confused about where he is, where he has been, or where he is going.

Which of these identifies the example above?

a. Orientation in psychoses

b. Orientation in neuroses

29 SN Delta has a morbid fear of horses. He realizes that his fear is somehow connected to some distant experience which he cannot recall.

Which of these identifies the example above?

a. Insight in psychoses

b. Insight in neuroses

30 Match the mental disorder listed in the left column with its appropriate descriptions.

a. Psychoses

b. Neuroses

1) Patient frequently loses orientation to environment.

2) Patient often has some insight into nature of his behavior.

3) Patient rarely has insight into nature of his behavior.

4) Patient rarely loses orientation to environment.

---

31 Which of these statements describes the social aspects of psychoses?

a. Behavior is rarely injurious or dangerous to patient or society.

b. Behavior is sometimes injurious or dangerous to patient or society.

---

32 Which of these statements describes the treatment of neuroses?

a. Patient rarely needs institutional care; usually psychotherapy only treatment necessary.

b. Patient usually requires institutional care; shock and other somatic therapies in addition to psychotherapy frequently necessary.

33 SN Low believes that his chief is a communist, and that the chief is "out to get him" because Low has discovered this fact. SN Low assaults the chief with a heavy wrench when the opportunity presents itself.

Which of these identifies the example above?

a. Social aspects of neuroses

b. Social aspects of psychoses

---

34 SN Fox has developed anxiety attacks. He feels that something dreadful, but unknown, is going to happen. He is undergoing psychotherapy to alleviate his anxious condition.

Which of these identifies the example above?

a. Treatment of neuroses

b. Treatment of psychoses

---

35 Match the mental disorder listed in the left column with its appropriate description.

a. Psychoses

b. Neuroses

1) Behavior rarely injurious or dangerous to patient or to society

2) Patient rarely needs institutional care; psychotherapy usually all treatment needed

3) Behavior sometimes injurious or dangerous to patient or to society

4) Patient usually requires institutional care; shock and other somatic therapies in addition to psychotherapy frequently necessary

36 Match the mental disorder listed in Column A with its appropriate descriptions in Column B.

COLUMN A

a. Psychoses

b. Neuroses

COLUMN B

1) Patient rarely needs institutional care; psychotherapy usually all treatment necessary

2) Behavior is sometimes injurious or dangerous to patient or to society

3) Patient often has some insight into nature of his behavior

4) Patient frequently loses orientation to environment

5) Individual experiences wide range of psychosomatic symptoms and complaints with delusions, hallucinations, and other severely deviate behavior

6) Severe degree of personality decomposition; reality contact markedly impaired; patient incapacitated in social functioning

7) Behavior rarely injurious or dangerous to patient or to society

8) Patient usually requires institutional care; shock and other somatic therapies in addition to psychotherapy frequently necessary

9) Patient rarely has insight into nature of his behavior

10) Patient rarely loses orientation to environment

11) Wide range of psychosomatic complaints, but no hallucinations or other markedly deviate behavior experienced

12) Mild degree of personality decomposition; reality contact impaired, but patient not severely incapacitated in social functioning

57 Individuals suffering from neuroses or psychoses require expert psychiatric help. Why, might you infer, is the study of abnormal behavior important to the naval officer?

a. In order to personally treat the individual suffering from psychoses or neuroses

b. In order to refer individuals needing help to a professional capable of dealing with the problem.

---

58 Before a naval officer can refer individuals needing help to professional people, what must he be able to do?

a. Identify what constitutes normal and abnormal behavior

b. Know everything possible about normal behavior, but not concern himself with abnormal behavior

c. Both of the above

d. None of the above

SUMMARY: In this frame sequence, you have learned about the various classes of psychoses. In addition, you have acquired some general knowledge to enable you to distinguish between neuroses and psychoses.

Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Psychoses

Answer the following questions as indicated in your Student Guide.

---

1. In differentiating between psychosis and neurosis, which of the following statements is inappropriate?

   a. Psychotics frequently are delusional, show severe personality disorganization, may be dangerous to themselves, and fail to maintain reality contact.

   b. Psychoneurotics don't usually hallucinate, may possess insight, and maintain reality contact.

   c. Psychoneurotics frequently suffer a loss of orientation and are not usually dangerous to themselves or others.

   d. Psychotics require hospitalization, frequently show language and thought disturbance, and are often incapable of social interaction with others.

---

2. Under which heading are manic-depressive disorders classified?

   a. Neuroses

   b. Special symptom reactions

   c. Organic disorders

   d. Psychoses

---

3. Why is an understanding of neuroses and psychoses important to a naval officer?

   a. Because he needs to know the mental condition of his subordinates before considering them for promotion

   b. Because it can give him an insight into the peculiar problems besetting his subordinates and enables him to personally treat them

   c. In order to refer individuals needing help to a professional capable of dealing with the problem

   d. To recognize when his subordinates are suffering mental strain and the resulting mental disturbances

4. Which group of statements correctly describes characteristics of psychoses?

   a. Patient rarely has insight into nature of his behavior. Patient frequently loses orientation to environment. He has wide range of psychosomatic symptoms and complaints with delusions or hallucinations, and other severely deviate behavior.

   b. Patient rarely loses orientation to environment. Patient often has some insight into nature of his behavior. His behavior is rarely injurious or dangerous to himself or to society.

   c. Patient has wide range of psychosomatic complaints but no hallucinations. Individual frequently loses orientation to environment. Displays a severe degree of personality decomposition.

   d. Patient often has some insight into nature of his behavior. Behavior is sometimes injurious or dangerous to patient or society, but individual rarely needs institutional care.

Now, check your answers on page 74.

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ANSWERS TO SUMMARY POST-QUIZ 3

1. c
2. d
3. c
4. a

Now go to Summary 4 on the next page.

Summary 4

The Character Disorders

While not easily classifiable as neurotic and psychotic, there are a number of clinically established patterns of maladjusted behavior which come under the general category of character disorders. They are detailed here in the same spirit that pervades this segment; namely, that the job of the Junior Officer is to recognize individuals who are unable to perform because of psychological difficulties and to refer them to the proper sources. Some labels are used to keep the various types distinct,but the reader is cautioned against the use of facile labels in his dealings with other people.

General character disorders have some identifiers which help to identify the existence of a problem,although they should not be used as exclusive guides. First of all,there is a lack of concern by the individual over behavior that may be troublesome to others. In other words,the individual who has the character disorder has little or no insight into its existence. Secondly, the existence of general character disorders usually comes to light as a result of some deviant behavior which gets him into trouble with the law, ordinary regulations or the environment in general. Next, there is no physical or psychosocial stress associated with the difficulty since the cause is in the nature of the individual.

In other words, the disorders are marked to a greater extent by disturbances of behavior rather than by mental or emotional symptoms. Finally, there can be a broad range of character disorders - from mild to severe behavior disturbances.

The character disorders may be exhibited in the military by one or more of the following manifestations:

1. He may be in conflict with authority on frequent occasions.
2. He has the greatest difficulty in conforming to the simple rules of conduct.
3. His behavior exhibits passive obstructionism; that is, while not actively destroying, he will carefully set out to impede the accomplishment of a task by finding all possible ways to prevent the completion.
4. He has difficulty in controlling behavior. He is apt to act on impulse rather than on reason.
5. He has an inability to profit from the usual disciplinary measures. He may be punished for some act a number of times, but this does not prevent him from acting again.

At Recruit Training Centers, it has been estimated that 6% of the newly-enlisted men have some form of character disorders and that half are identified and eliminated from the services at "Boot Camp."

The first major group of character disorders is collected under the title Personality Disturbances. An individual suffering from a personality disturbance has difficulty in maintaining his emotional equilibrium and independence even under minor stress; the distinguishing factor in these cases is basic personality maldevelopment. There are a variety of types in this classification.

The first is the inadequate personality. He is incapable of performing any task regardless of how simple it may be. He is inept, has no physical or emotional stamina and always exercises poor judgement. The cartoon character "Sad Sack" shows this type of person in a more humorous vein than is seen in reality.

The immature personality exhibits an inability to grow up. He relies on infantile and childhood emotional reactions to solve problems. He is the husband who escapes from family responsibilities by "drinking with the boys" and "chasing the girls". He seems incapable of independent behavior and manages to manipulate and coerce others to assume his responsibility,especially his decisions.

The emotionally unstable personality is unable to keep his emotions under control. He is erratic and unpredictable and vaccilates between the need to be passive and the need to be aggressive. In addition,he tries to avoid responsibility and generally seeks someone who will both protect and dominate him. At the same time, he can be stubborn and resistive, sullen, spiteful, and aggressive in a non-active way. He carries the proverbial chip on his shoulder defying anyone to give offense. He takes every frustration as a personal affront.

The paranoid personality is marked by extreme mistrust. He is overly suspicious, envious and jealous. In its worst case, everyone who gives him a gift is really trying to get something out of him. Because of his inability to trust, it is difficult for him to form warm and close friendships. Every salesclerk wants to short change him and even his best friends are trying to get the best of him.

The schizoid personality is emotionally withdrawn and detached. He feels intellectually and emotionally independent of everyone else. Therefore, he tends to be seclusive and nonsocial, avoiding both competition and cooperation. In its worst case, serious disturbances require hospitalization. Basically he has few friends, and even they do not know him well. He is often considered odd and peculiar.

The second major group is collected under the title Sociopathic Personality. A sociopathic personality exhibits behavior disorders in which the individual may appear to be intellectually quite normal, but at the same time be quite abnormal in other personality traits. These abnormalities tend to be more severe and deviant than the personality disorders just discussed and the sociopathic personality invariably gets into trouble with the law.

The antisocial personality may be intelligent and can be quite charming, but basically he is without scruples or morals, and is always in trouble for some illegal enterprise. He is the "con" man, the swindler, the pathological liar.

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The paranoid personality is marked by extreme mistrust. He is overly suspicious, envious and jealous. In its worse case,everyone who gives him a gift is really trying to get something out of him. Because of his inability to trust,it is difficult for him to form warm and close friendships. Every salesclerk wants to short change him and even his best friends are trying to get the best of him.

The schizoid personality is emotionally withdrawn and detached. He feels intellectually and emotionally independent of everyone else. Therefore,he tends to be seclusive and nonsocial, avoiding both competition and cooperative. In its worse case,serious disturbances require hospitalization. Basically he has few friends,and even they do not know him well. He is often considered odd and peculiar.

The second major group is collected under the title Sociopathic Personality. A sociopathic personality exhibits behavior disorders in which the individual may appear to be intellectually quite normal, but at the same time be quite abnormal in other personality traits. These abnormalities tend to be more severe and deviant than the personality disorders just discussed and the sociopathic personality invariably gets into trouble with the law.

The antisocial personality may be intelligent and can be quite charming, but basically he is without scruples or morals, and is always in trouble for some illegal enterprise. He is the "con" man, the swindler, the pathological liar.

The other examples of sociopathic personalities can be classified as sexual deviates. These types were once carefully secluded in their private shame, and publicity about their existence was considered contrary to standards. Today it is doubtful if one can go to the local cinema without seeing an entire movie detailing some aspect of sexually deviant behavior.

The first is the exhibitionist who displays his sexual organs in public and who seems to invite being caught. A good example is an executive of an advertising firm who was arrested after exposing himself at his office window to the girls who worked in the offices across the street. A less direct form of exhibitionism is manifested by the "telephone seducer" who hides his identity while he uses the phone to verbally expose himself through obscene language and sexual proposals.

The voyeur receives his erotic satisfaction from observing sexually arousing situations as a substitute for active participation. The "Peeping Tom" has become almost as famous as Lady Godiva for watching her well promoted excursion. Some psychologists argue that the reading of "Playboy" type magazines is a form of voyeurism.

The homosexual is attracted to and falls in love with members of the same sex. There are generally two types. The latent homosexual is often embarrassed in undressing or in taking showers in front of other people Often times the latent homosexual will erupt with a panic reaction when entering military service. He becomes restless, disturbed and anxious about the constant lack of privacy. The *overt homosexual* partakes in sexual relations with members of his own sex.

The *transvestite* is the most easily identifiable in that he enjoys wearing the clothing of the opposite sex. What implication this has in light of the current trend towards unisex clothing is really anybody's guess. The transvestite may or may not exhibit *overt homosexuality*.

The last group of character disorders are the *addicts*. About all that can be said relative to the extensive research done in the area of addiction is that compassion and understanding about their problems have increased but there is no empirical method of eliminating one's addiction other than simply stopping.

The *alcoholic* is quite different from the social drinker who knows when to stop and is able to stop. The alcoholic drinks excessively, is continuously intoxicated and he uses his drinking in an inept way to solve problems. With the more or less regular intake of alcohol, the drinker is brought into conflict with family, friends, employers, and police. Concurrently, there is a deterioration of personal habits with a lack of regard for his own appearance. His emotional reactions are blunted and there is an interference with realistic planning and foresight.

The drug addict has much in common with the alcoholic in that he finds the effects of drugs to be a solution to his problems. The drugs become so essential that he can not face reality without them. While he does not normally "pass out" as does the alcoholic,he is in real danger by the potential of an overdose. Nevertheless, he can frequently work at his job without an impairment of his efficiency.

This is the end of Part Two, Segment VIII.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment VIII

Abnormal Behavior

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

ABNORMAL BEHAVIOR

PROGRESS CHECK

Question 1.

Following reassignment to the engine room, Engineman Jackson began suffering from chronic headaches, continual stomach upsets, and in general complained of being constantly fatigued. Normally, Jackson was too tired or felt too bad to attend to his duties in the engine room. When ENS Williams, Jackson's superior officer, asked him if he liked his job, Jackson replied, "It's OK, I guess." His response was not at all enthusiastic.

Select the correct reason for the persistence of Jackson's apparently neurotic behavior.

a. Jackson is positively reinforced for his poor health.

b. Jackson's poor health is negatively reinforced because it diverts his attention from his unhappiness with his new assignment in the engine room.

c. Jackson's poor health is negatively reinforced because it allows him to complain about his physical well-being.

d. None of the above

Question 2.

Select the correct definition of neurosis.

a. A mental or personality disorder, more severe than a psychosis, in which a person is anxious, miserable or incapacitated in his daily relationship with others.

b. A mental or personality disorder less severe than a psychosis in which a person suffers from extreme feelings of persecution.

c. A mental or personality disorder less severe than a psychosis, in which a person is usually anxious, miserable, or troubled in his work and relations with others.

d. A mental or personality disorder more severe than a psychosis in which a person suffers from extreme fluctuations in mood.

Question 3.

Whenever ENS York is under stress, he suffers from considerable apprehension and anxiety over failing. Although he is generally uncomfortable and nervous, ENS York is able to perform his duties as directed. ENS Williams, however, reacts differently. Recently he has become unreasonably hostile. He is convinced that his superiors are plotting against him and behaves accordingly. He is thus unable to perform his mission effectively due to his extreme delusions of persecution.

Select the correct classifications of both Ensigns York and Williams' behaviors.

a. ENS York is psychotic; ENS Williams is neurotic.

b. Both men are psychotic.

c. ENS York is neurotic; ENS Williams is psychotic.

d. Both men are neurotic.

Question 4.

Select the correct definition of phobic behavior.

a. Neurosis in which an otherwise normal individual develops an irrational, uncontrollable fear based largely on groundless reasons

b. Neurosis in which an individual becomes excessively concerned about his physical well-being

c. Neurosis in which an individual is unreasonably fearful of height

d. Neurosis in which an individual is unreasonably fearful of water

Question 5.

Select the defense mechanism which, when used inappropriately, leads to obsessive-compulsive behavior.

a. Repression

b. Displacement

c. Rationalization

d. Avoidance

Question 6.

Select the example that describes psychotic behavior.

a. Individual rarely loses orientation to his environment.

b. Individual rarely needs institutional care.

c. Individual exhibits a severe degree of personality decomposition, little contact with reality; individual incapacitated in social functioning.

d. Individual has wide range of psychosomatic complaints but has no hallucinations or other markedly deviate behavior.

Question 7.

Select the statement that correctly describes the reasons why it is important to study abnormal behavior.

a. An officer must be able to recognize early symptoms of personality or behavior disorders in his subordinates in order to effectively administer treatment.

b. An officer must be able to recognize the early symptoms of personality or behavior disorders so that he knows when to refer individuals needing help to professionals capable of dealing with their particular problems.

c. To give an officer more information for preparing evaluations of his subordinates

d. To help an officer become more personally familiar with his subordinates

Question 8.

Select the answer that best illustrates a manifestation of personality disturbance type of character disorder.

a. Feels the necessity and the right to sa satisfy primary drives.

b. Loses emotional self-sufficiency in stress.

c. Resists enculturation.

d. Has mystic experiences such as a deep sense of ecstasy or limitless horizons opening to him.

Question 9.

Select the answer that best describes a manifestation of the sociopathic personality type of character disorder.

a. Will feel, at times, a need for privacy and solitude.

b. Capable of deep interpersonal relations with only a few rather than many individuals.

c. Accepts himself and his characteristics with little feelings of guilt and anxiety.

d. Has detailed and usually convincing explanations for his actions.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Two SEGMENT VIII

REMEDIATION TEXT Syndactic Text Vol-II-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Summary 1: Page 2
2	c	Summary 1: Page 1
3	c	Summary 1: Page 1
4	a	Summary 2: Page 25
5	a	Summary 2: Pages 25-26
6	c	Summary 3: Pages 56-58
7	b	Summary 3: Page 58
8	b	Summary 4: Pages 75-78
9	d	Summary 4: Pages 78-81
10	☐	
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO
INDIVIDUAL BEHAVIOR

Segment IX
Personality

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

"O brave new world,
That has such people in't!"

Shakespeare, The Tempest

Psychologists have long been dissatisfied with the piecemeal analysis of human behavior and have made great effort to build constructs or models of total behavior or personality. All these models are theoretical, but all have some validity. The use of facile labels is discouraged; what is encouraged is an effort to see personality as a dynamic, functioning, and impressive whole.

PERSONALITY

Summary 1

Views of Personality

Social scientists use the term "personality" to refer to three aspects of a person: (1) his appearance and behavior as viewed by other people (social stimulus value); (2) his unique combination of traits, i.e., all those characteristics, such as intelligence, mechanical aptitude, or talent, that can be observed and tested objectively or inferred from observable, measurable behavior; (3) his concept of himself, or self-image, i.e., the kind of person he believes himself to be. Let us examine these three views of personality in a little more detail.

Personality as a Social Stimulus Value

An individual's personality may be evaluated in terms of reactions he elicits from other people under varied conditions. This approach defines personality in terms of the effect the person has upon other people. Here are some examples of this approach:

a. Melody Gorgeous is considered to have a "good" personality because she is almost always pleasant and fun to be with. She is considered a first-rate drag.

b. According to one of his professors, MIDN Lancer has a personality problem. By this, the professor means that Lancer appears to have difficulty getting along with people, has no close friends, and never dates. In addition, he is apparently at odds with his roommate and with his parents back home.

Social stimulus value obviously does not always reveal the true structure of an individual's personality; hence the clichés of the gruff person with a heart of gold, or the "sex-kitten" who secretly feels unloved. Clearly, in order to understand an individual's personality, we must study more than the impression he makes on others. Some of the means for further study at our disposal are clinical methods, such as: 1) psychoanalysis, to be discussed later on in Summary 2, and 2) measurement of personality traits by various objective testing methods.

Personality as a Complex of Interacting Traits

A second view of personality is as a complex of interacting traits. Traits are measurable characteristics such as intelligence, self-confidence, creativity, and sociability. Personality comprises many, often contradictory, traits. To describe any one personality, it is first necessary to determine how strong each trait is, and how these different traits interact with one another. This determination can be made by careful interviewing, the use of specific tests, and analysis of the findings by trained psychologists. Here is an example of the trait approach to personality evaluation.

> MIDN Stewart wishes to qualify for the nuclear submarine program upon graduation from the Naval Academy. In order to determine if Stewart is a suitable candidate for this specialized service, the Navy administers extensive personality tests which will be considered, in addition to Stewart's academic record and tested aptitudes, before he is accepted for the program. This thorough screening process attempts to view as many of the candidate's traits as is possible, and to evaluate them in the light of those traits considered necessary for successful submarine service.

Personality as a Self-image

Some theorists consider that from early childhood an individual's concept of himself is an important factor in guiding both his immediate behavior and the further development of his personality. By "self-image" these theorists mean the kind of person one believes oneself to be; in other words, one's personality as viewed from within.

Just as a person's behavior can be affected by his self-image, so can his self-image be altered by the public roles he assumes (see example b below).

a. MIDN Lump believes he is clumsy by nature. He is consistently a failure in working out on the horizontal bars in gym class.

b. MIDN Hammer was a "mama's boy" when he came to the Academy, but emerged as a self-confident, self-reliant and independent naval officer.

To summarize: The term "personality" may refer to: 1) a person's appearance and behavior as viewed by others, 2) a person's unique complex of traits, or 3) a person's concept of himself. Although none of the three aspects of personality can be strictly separated from the others, each lends itself to particular techniques of measurement and study. In general, the study of personality is especially difficult because each personality is infinitely complex, and contains apparently contradictory aspects.

This is the end of Summary 1. Now, take Summary Pre-Quiz 1 on the next page.

Summary Pre-Quiz 1

Views of Personality

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following statements about different views of personality is most generally correct?

   a. Each view of personality has as one of its determining principles the history of the individual as an infant and child, so that each view considers personality to be the resultant of interacting historical forces, as well as the current factors operating in a specific situation.

   b. Each of the personality views contains, as a fundamental structure, a system of traits of a general nature, elaborated by sub-systems of specific traits and laws for their interaction.

   c. They range from a focus on the origin of personality in the consciousness of the individual, mostly independent of his external environment; to focus on measurable characteristics, i.e., traits; to focus on the reactions of other people as indicators of the individual's personality.

   d. All three views include the physical appearance of the individual as an important component of his personality.

2. Which of the following statements describes an individual's personality in terms of "self-image"?

a. Members of MIDN King's company consider him to be egotistical and self-centered. Thus, we could classify him as a "selfish" personality.

b. MIDN Smart has exhibited leadership characteristics ever since he began school. At the Academy he is willing and eager to take on responsibilities, and proves to be confident and capable in carrying them out. His success at the Academy reflects, in part, his image of himself as a leader.

c. Before entering the Naval Academy, each candidate has taken so many aptitude tests and intelligence tests, and had so many interviews, that the Academy can accurately measure his "self-image."

d. None of the above

3. Match each description in the first column with the appropriate view of personality.

a. MIDN Book always seems to keep to himself in groups, never contributes to class discussions, and has no friends. His superiors and classmates feel he has a personality problem.

b. MIDN Book undergoes a series of aptitude and intelligence tests and it is discovered that his IQ is in the "genius" category, that his skills lie in the creative fields of drawing, painting, and music. The psychologist interviewing him discovers that one of the reasons Book has few friends is that he spends most of his free time reading and writing music.

c. Ever since he was a child MIDN Book has felt himself to be a loner. He had no brothers or sisters, and lived far away from children his own age. He considers himself self-sufficient, and feels no need for close friends or social contacts.

1) Personality as self-image

2) Personality as social stimulus value

3) Personality as a complex of interacting traits

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. c
2. b
3. a-2, b-3, c-1

If all your answers are correct, go to Summary 2 on page 21. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Views of Personality

1 "Personality," as used by social scientists, has three different meanings.

It may refer to a person's:

1) Social stimulus value--i.e., the impression he makes upon others

2) Unique combination of traits

3) Self-image--i.e., the kind of person he envisions himself to be

Which of the following is not one of the possible views of personality?

a. As self-image

b. As self-confidence

c. As a combination of traits

d. As a social stimulus value

2 Personality may be viewed as a social stimulus value, such as when members of a company agree that MIDN Drake would make a good cheerleader because of his good "personality."

The social stimulus view of personality stresses:

a. What an individual thinks about himself as a person

b. What rank an individual possesses in an organization

c. The impression an individual makes upon others

d. None of the above

3 Obviously, viewing personality as a social stimulus value may not always reveal the true structure of an individual's personality.

Consider the well-known cliché of the "sex-kitten" who secretly feels unloved, or the gruff commander who is, in fact, a kind and understanding leader.

How might personality as social stimulus value be most appropriately used?

a. As the single, reliable determinant of personality

b. As a useful substitute for valid data concerning an individual's personality

c. As a supplement to other, more objective information concerning personality

d. None of the above

4 Another approach views personality as the unique complex of interacting traits (measurable characteristics) possessed by an individual. Here is an example of this view of personality:

> LT Peek is turned down as a candidate for specialized naval intelligence work on the basis of extensive psychological and aptitude tests. The results of these tests are compared with a list of traits found essential for this kind of work, and Peek is told he just doesn't have the "personality" for the job.

Match the view of personality with the appropriate example.

View	Example
a. Social stimulus value	1) LT Shy doesn't think he has the personality for a teaching job for which he has been recommended.
b. Complex of interacting traits	2) Shy's colleagues feel he has the perfect personality for teaching.
	3) The Commanding Officer who recommended Shy did so on the basis of careful evaluation of Shy's performance on aptitude and intelligence tests, and from observation of Shy's performance in discussion situations and while indoctrinating new men.

5 Personality comprises many, often contradictory, traits. To describe someone's personality adequately in terms of traits, it is necessary to determine:

1) The strength of each trait
2) How his different traits interact

Who would be most likely to evaluate personality from the trait viewpoint?

a. The individual himself
b. A trained psychologist
c. The friends and acquaintances of an individual

---

6 Employers who base their hiring policies on placement tests and interviews, as well as recommendations from former employers, would probably hold which view of personality?

a. Social stimulus value
b. Interaction of traits
c. Both of the above
d. None of the above

7 A third way of looking at personality is as self-image, that is, the kind of person one thinks he is. You saw an example of this in frame 4, example 1, in which LT Shy felt he didn't have the right "personality" to teach successfully.

Which of the following illustrates personality viewed as self-image?

a. MIDN Fine had doubts before he came to the Naval Academy about whether he had the kind of "personality" necessary for success in the rigorous military atmosphere. He completed his four years successfully and emerged with confidence in his abilities as a naval officer.

b. A lovely "drag" is voted "Personality Of The Year" by readers of the Log.

c. LT Chat, an announcer on a popular radio station, is well known for his "on the air" personality.

8 Which of the following correctly lists the possible views of personality?

a. As a complex of traits
As a self-image
As a social stimulus value

b. As an individual stimulus value
As social contacts
As one trait known as personality

c. Both of the above

d. None of the above

9 Match the example with the appropriate view of personality.

a. MIDN White is reputed by classmates to have a "personality" problem; he has no close friends, doesn't date, and is shy and unrealistic in class.

b. LT Jones seeks help from a psychiatrist because he suffers feelings of inadequacy, inferiority, and persecution.

c. Psychologists have devised a personality inventory which identifies the characteristics and motives of male college students who succeeded in breaking the smoking habit. This inventory might prove useful in predicting success or failure for persons attempting to give up the habit.

1) Complex of interacting traits

2) Self-image

3) Social-stimulus

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

Views of Personality

Answer the following questions as indicated in your Student Guide.

1. Which of the following statements about different views of personality is most generally correct?

   a. All three views include the physical appearance of the individual as an important component of his personality.

   b. Each view of personality has as one of its determining principles the history of the individual as an infant and child, so that each view considers personality to be the resultant of interacting historical forces, as well as the current factors operating in a specific situation.

   c. Each of the personality views contains, as a fundamental structure, a system of traits of a general nature, elaborated by sub-systems of specific traits and laws for their interaction.

   d. They range from a focus on the origin of personality in the consciousness of the individual mostly independent of his external environment; to focus on measurable characteristics of the individual, i.e., traits; to focus on the reactions of other people as indicators of the individual's personality.

2. Match each description in the first column with the appropriate view of personality.

a. MIDN Book always seems to keep to himself in groups, never contributes to class discussions, and has no friends. His superiors and classmates feel he has a personality problem.	1) Personality as self-image
b. Ever since he was a child MIDN Book has felt himself to be a loner. He had no brothers or sisters, and lived far away from children his own age. He considers himself self-sufficient, and feels no need for close friends or social contacts.	2) Personality as social stimulus value
c. MIDN Book undergoes a series of aptitude and intelligence tests and it is discovered that his IQ is in the "genius" category, that his skills lie in the creative fields of drawing, painting, and music. The psychologist interviewing him discovers that one of the reasons Book has few friends is that he spends most of his free time reading and writing music.	3) Personality as a complex of interacting traits

3. Which of the following statements describes an individual's personality in terms of "self-image"?

a. Before entering the Naval Academy, each candidate has taken so many aptitude tests and intelligence tests, and had so many interviews, that the Academy can accurately measure his "self-image".

b. MIDN Smart has exhibited leadership characteristics ever since he began school. At the Academy he is willing and eager to take on responsibilities, and proves to be confident and capable in carrying them out. His success at the Academy reflects, in part, his image of himself as a leader.

c. Members of MIDN King's company consider him to be egotistical and self-centered. Thus, we could classify him as a "selfish" personality.

d. None of the above

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. d
2. a-2, b-1, c-3
3. b

Now, go to Summary 2 on the next page.

Summary 2

Theories of Personality

Let us now turn to four representative theories of personality. Freud's psychoanalytic theory and Berne's transactional analysis theory concentrate mainly on treatment of the unbalanced or "abnormal" personality. The other two approaches are more concerned with the balanced, "normal" personality: These are Maslow's self-actualization theory; and what we may roughly call "behavior-learning" theory, a composite of views held by various stimulus-response learning theorists.

Sigmund Freud (1856-1939)

Psychoanalytic theory has profoundly influenced the development of modern personality theories and techniques of therapy. It was introduced by Sigmund Freud, a Viennese neurologist, considered to be the father of psychoanalysis, even though few modern psychiatrists and psychologists adhere to classical (Freudian) theory. Freud developed his theory while working with emotionally disturbed patients. His concepts form a convenient and systematic framework for studying certain psychological processes.

Classic (Freudian) Psychoanalytic Theory

According to Freudian theory, the personality is composed of three parts, or layers. These are not identifiable portions or areas of the brain or body, but simply logical constructs helpful in explaining what are essentially unmeasurable, unobservable processes. The three parts (layers) of the personality, as Freud described it, are: the _id_, the _ego_, and the _superego_. The _id_ is the primitive, irrational, and unconscious part of the personality. It is the source of the _libido_, Freud's term for all the instinctive urges associated with bodily satisfaction. The second part, the _ego_, is the rational part of the personality. It controls the expression of the _id_ to make one's behavior realistic and socially acceptable. The third part of the personality is the _superego_, which corresponds roughly to the conscience, and contains the uncompromising ideas of right and wrong which the individual has learned as a child.

The demands of the superego are in continual conflict with those of the id, and both seek expression through the ego. Caught in this conflict, the ego usually resorts to some form of compromise which will at least partially satisfy both the id and superego. Inability of the ego to make such a compromise leads to the appearance of neurotic symptoms, which Freud saw as symbolic outlets for the frustrated impulses of the pleasure-seeking id.[1]

---

[1] Ruch, _Psychology and Life_, p. 120.

Personality development, according to Freudian theory, follows the same sequence as the physical development of a child. It takes place in three periods:

1) Oral period - the baby attains gratification from sucking, and later putting things into the mouth, biting and chewing.

2) Anal period - the child is preoccupied with bowel functions.

3) Phallic-Oedipal stage - the child (usually between age 3 and 5) becomes aware of his sexuality and must resolve the Oedipal complex (attraction toward parent of opposite sex) and identify with the parent of the same sex.

4) Genital stage - the child, beginning in adolescence, becomes emotionally emancipated from his parents and achieves adult sexuality.

Freud hypothesized that deprivation or trauma during any one of the three pregenital stages may later result in a fixation at that particular stage, causing personality maladjustment.

Berne's Theory of Transactional Analysis

Now let us look at a present-day theory of personality, one which it would be hard to relate to Freudian theory, yet which is nonetheless a valid psychoanalytic theory. Like Freud, Eric Berne developed his theory in connection with treatment of emotionally disturbed patients. According to his theory, the personality is composed of three ego states.

Berne uses the term ego state to denote a state of mind and the distinct and related patterns of behavior characteristic of that state of mind. The three ego states are identified and described in the table below.

Ego State	Psychic Function:	Characterized by:
Child	Archaeopsyche	Infantile perceptions and non-logical thinking, as of a child
Adult	Neopsyche	Reality testing and rational thinking, basing assumptions on previous experience, as does an adult
Parent	Exteropsyche	Submission to parental standards in the manner of a child imitating his parent

Unlike Freud's concepts of id, ego, and superego, Berne's ego states are not abstractions, but operational social realities which may be observed and identified by both the psychoanalyst and the patient.

It is Berne's hypothesis that his classification system can help persons in psychotherapy to understand themselves and their behavior. A personality may be fixated in a particular ego state, or it may fluctuate from one to another. Berne reports patients being observed, or observing themselves, shifting from one ego state to another in the course of one interview (see excerpt from case study, p. 25).

What Berne meant by ego states is perhaps best illustrated in the following excerpt from one of his case studies:

> A patient, Mr. Segundo, told the following story:
>
> An eight-year-old boy, vacationing at a ranch in his cowboy suit, helped the hired man unsaddle a horse. When they were finished, the hired man said: "Thanks, cowpoke!", to which the assistant answered: "I'm not really a cowpoke, I'm just a little boy."
>
> The patient then remarked: "That's just the way I feel. I'm not really a lawyer, I'm just a little boy." Mr. Segundo was a successful courtroom lawyer of high repute, who raised his family decently, did useful community work, and was popular socially. But in treatment he often did have the attitude of a little boy. Sometimes during the hour he would ask: "Are you talking to the lawyer or to the little boy?" When he was away from his office or the courtroom, the little boy was very apt to take over. He would retire to a cabin in the mountains away from his family, where he kept a supply of liquor and guns. There he would indulge in childlike fantasies, fantasies he had had as a little boy, and engage in infantile sexual activity.
>
> At a later date, after he had clarified to some extent what in him was Adult and what was Child (for he really was a lawyer sometimes and not always a little boy), Mr. Segundo introduced his Parent into the situation. That is, after his activities and feelings had been sorted out into the first two categories, there were certain residual states which fitted neither. These had a special quality which was reminiscent of the way his parents had seemed to him. This necessitated the institution of a third category which, on further testing, was found to have sound clinical validity. These ego states lacked the autonomous quality of both Adult and Child. They seemed to have been introduced from without, and to have an imitative flavor.

Maslow's Theory of Self-Actualization

Because he felt that abnormal psychology with its emphasis on "sick" personalities limited the full study of personality, Maslow concentrated on the study of emotionally healthy individuals. He suggested that the human species has inborn needs which can be arranged in a hierarchy of five levels, the lowest level being physiological needs, the highest the need for self-actualization. You may recall the hierarchy of needs, as it was discussed in a previous segment.

Arranged in what Maslow suggested was the lowest to the highest order, they are:

Physiological needs, such as hunger, thirst and sex

Safety needs, such as security, stability and order

Belongingness and love needs, such as needs for affection, affiliation, and identification

Esteem needs, such as needs for prestige, success, and self-respect

Need for self-actualization

The order of listing these needs is significant in two ways. Maslow theorizes that this is the order in which such needs tend to appear in the normal development of the person. It is also the order of priority in which they need to be satisfied. And if earlier needs are not satisfied, the person never gets around to doing much about the later needs.

The need for self-actualization refers to the need to develop the full potentialities of the person.

Maslow defines self-actualization as man's constant striving to realize his inherent potentials. He suggests that man is basically good but that his innate tendency toward growth and self-actualization is rather weak and fragile, easily overcome by social pressures and the like. He goes on to say that for most people, self-actualization is something pursued but never attained. According to Maslow, self-actualized persons possess some of the following characteristics. They:

Can perceive reality more effectively than most people do and easily adjust to it.

Can accept themselves and their various characteristics with little feelings of guilt or anxiety and, at the same time, can readily accept others.

Are problem-centered, not self-centered.

Are capable of a deep appreciation for the basic experiences of life, even of things they have done or seen many times before.

Have a deep social interest and identification, in a sympathetic way, with mankind as a whole.

Are democratic in attitudes toward others, showing respect for all people regardless of race, creed, etc.

Have a good sense of humor, tending to the philosophical and non-hostile in their sense of humor.

Are highly creative.

Behavior-Learning Theory of Personality

We shall use the term "behavior-learning theory" to denote any and all of those theories of personality which are behavioral, that is, stress the relationship between stimulus and response. Because they stress this measurable relationship, i.e., between stimulus and response, behavioral theories lend themselves more readily to scientific verification than do the other theories we have discussed. Skinner and other behaviorists fall under this general category, as well as Miller and Dollard, with their theory of reinforcement. Behavior-learning theorists define personality as "that organization of unique behavior equipment which each individual has acquired under the special conditions of his particular history of learning."[2] Behavior-learning theory of personality emphasizes that the individual's environment (parents, teachers, associates, peers) shapes the development of his personality by reacting positively or negatively to his behavior. Thus, behavior can be strengthened by reinforcement, temporarily suppressed by punishment, or eliminated by removal of the stimulus.

---

[2] Lundin, Personality, p. 2.

Since the vast majority of man's behavior is learned, a basic understanding of personality must come from observations of how and under what conditions behavior is acquired. According to behavior-learning theorists, personality differences arise, in part, from each person's unique history of learning, i.e., associations, sequence of experiences.

As you can see from the preceding brief discussion of some personality theories, no one theory can fully explain the complex phenomenon that is personality. Each theory casts light on certain factors of personality while ignoring others. Familiarity with theories of personality makes it clear how necessary it is to consider personality as it affects behavior.

This is the end of Summary 2. Now, go to page 31 and take Summary Pre-Quiz 2.

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Summary Pre-Quiz 2

Theories of Personality

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following statements best describes these four theories of personality: Freudian, Maslovian, transactional analysis and behavior-learning theory?

   a. Freudian theory and transactional analysis both describe psychic structures and are useful in describing disturbed personalities. Self-actualization and behavior-learning theories emphasize normal behavior.

   b. Each theory places central importance on states in infancy that determine later adult action, and each requires the occurrence of deprivation or trauma to fix neurotic behavior patterns in the personality.

   c. All four of the theories make the fundamental assumption that man is basically good, but that his personality is determined by forces over which he has minimal control.

   d. All of the theories place central importance on the behavioral concepts of reinforcement, punishment and extinction.

2. The following is an excerpt from a psychiatrist's report on a seaman referred to him for treatment. Select the personality theory which best suits the interpretation.

> Seaman Deck exhibits signs of excessive meekness, causing him to be ineffectual as a supervisor of work details, and making him the bait of many cruel jokes among the crew. He revealed, during the course of my treatment, intense aggressive feelings toward his shipmates, and voiced a desire to lash out at them. These hostile tendencies are associated with aggression Deck felt when he was a child toward his errant, alcoholic father. Deck's meekness appears to be a neurotic attempt to cope with an unresolved Oedipal situation. The aggressive urges of the id are in direct opposition to the desires to conform to social norms as imposed by the superego. The ego, in an attempt to resolve this conflict, dominates, and is expressed in the form of excessive meekness. Deck's meekness is really displaced aggression.

Upon which of the following theories of personality did the psychiatrist base his description?

a. Freudian-psychoanalytic

b. Self-actualization-Maslow

c. Transactional analysis

d. Behavior-learning theory

3. Match each term or group of terms in the left-hand column with the appropriate personality theory. Be sure to match every lettered item.

a. Neopsyche
   Archaeopsyche
   Exteropsyche

b. Libido

c. Oral stage
   Anal stage
   Phallic-Oedipal stage

d. Stimulus-response

e. Hierarchy of needs

f. Parent ego state
   Adult ego state
   Child ego state

g. Self-actualization

h. Reinforcement

1) Behavior-learning

2) Freudian psychoanalytic

3) Transactional analysis

4) Maslovian theory

4. Which theory of personality is reflected in the following paragraph?

> People living in a poor society will be most concerned with physiological and safety needs. Those in an affluent society, on the other hand, will manage to satisfy the lower needs and be more preoccupied with the higher needs, e.g., for love and belonging.

a. Freudian psychoanalytic

b. Behavior-learning theory

c. Transactional analysis

d. Maslovian theory

5. Which of the following statements best describes the relationship between personality and behavior-learning theory?

a. The nature of an individual's personality is completely independent of and unrelated to his capacity to learn.

b. The term "personality" refers to the overall impression that a person makes on those in his environment as a result of similar patterns of behavior that he has learned from his parents, siblings and peers.

c. Personality is simply another aspect of human behavior, and so can be explained by the principles of learning theory, such as reinforcement, punishment, and extinction.

d. Behavior in a given situation can be modified by personality in accordance with the laws of learning, such as reward, punishment, and extinction.

Now, check your answers on page 36.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. a
3. a-3, b-2, c-2, d-1, e-4, f-3, g-4, h-1
4. d
5. c

If all your answers are correct you have completed Part Two, Segment IX. If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

Theories of Personality

OVERVIEW: In this programed sequence we shall discuss four theories of personality. Two of them, Freud's psychoanalytic theory, and Berne's theory of transactional analysis, concentrate mainly on treatment of the "abnormal" personality. The other two stress description of the "normal" personality: these are Maslow's self-actualization theory and what we shall refer to as "behavior-learning" theory, which is a composite of views held by various stimulus-response learning theorists.

---

1 Sigmund Freud (1859-1939), a Viennese neurologist, developed the psychoanalytic theory of personality. This theory has deeply influenced modern personality study and methods of treatment, even though few present-day psychiatrists or psychologists adhere strictly to classical Freudian theory.

Which of the following correctly states the importance of Freud's psychoanalytic theory to modern personality study?

a. Modern psychiatrists and psychologists adhere mostly to classical Freudian theory.

b. Psychoanalysis, as a theory of personality, helps us understand personality problems that were common 50 years ago.

c. Freud's psychoanalytic theory has profoundly influenced modern study of personality and methods of treatment.

d. Freud's theory has little significance in the light of present-day discoveries about personality.

2 Freud, considered the father of psychoanalysis, developed his theory while working with emotionally disturbed patients. Freudian theory provides a useful and systematic framework for studying certain psychological processess--even in non-disturbed individuals.

Which three of the following statements are correct?

a. Freud's theory was developed in conjunction with treatment of emotionally disturbed people.

b. Freud's theory provides a cure for emotional disturbance.

c. Freud's theory provides a systematic framework for studying psychological processes in "normal" as well as disturbed individuals.

d. Freud is called the "father of psychoanalysis."

---

3 Freud's theory of psychoanalysis states that the personality is composed of three parts, or layers. These parts are not identifiable, observable parts of the body, but are, rather, names for what are essentially unmeasurable, unobservable processes.

Which is true of the parts or layers into which Freud divided personality?

a. They are merely terms used figuratively to describe unobservable, unmeasurable processes.

b. They represent visible physiologically identifiable areas of the human mind.

4 The three parts of the personality, as Freud describes it, are: The *id*, the *ego*, and the *superego*. The id is the primitive, irrational, unconscious part; the ego is the rational, conscious part, controller of the id; and the superego is the moral part, corresponding roughly to the "conscience," which contains the rigid ideas of right and wrong which the individual has learned as a child.

Match the descriptions with the appropriate part of the personality. (Use all the numbered items)

a. Ego

b. Superego

c. Id

1) "Conscience"-like part

2) Contains uncompromising ideas of right and wrong learned during childhood

3) Irrational, primitive part

4) Rational part, controller of the id

5 Let's look at a simplified example of behavior indicative of the parts of the personality according to Freud.

> MIDN Winter, a first classman, has an important exam coming up for which he needs to study. He has planned to spend Saturday evening studying, but on Wednesday has an opportunity for a date with a girl he has wanted to take out for months. The irrational, pleasure-seeking needs of his id urge him to forget the studying, and have a good time. The uncompromisingly strict ethical views of his superego tell him to stay home and study, refusing the date, as that is the right thing to do. His ego solves this conflict by deciding to study some extra hours on Thursday and Friday, thereby fulfilling his obligations and managing to have some fun too.

Which parts of the Freudian personality concept are evident in the preceding example?

a. Ego and superego

b. Superego and id

c. Ego and id

d. All three parts

---

6 The superego is the source of learned moral views and uncompromising ideas of right and wrong.

In which of these examples is the influence of the superego evident?

a. MIDN Puff began smoking only after he went away from home. His parents considered smoking a terrible habit--in fact, a sin. He enjoys it, but constantly feels a need to make excuses for his smoking, saying that it helps him study, keeps him from gaining too much weight, etc.

b. MIDN Tubb loves to eat. He is constantly snacking, always has a second helping and even expresses an interest in cooking.

7 According to Freud, the id is the storehouse of the libido, his name for all those instinctive urges associated with bodily satisfactions.

Which is probably true?

a. The demands of the superego are in continuous harmony with those of the id, storehouse of the libido.

b. The demands of the superego are in continuous conflict with those of the id, storehouse of the libido.

c. None of the above

---

8 In order to satisfy the conflicting demands of the id and superego, the ego usually resorts to some kind of compromise. We saw this compromise reflected in the behavior of MIDN Puff in example a. of frame 6, when he began smoking only after he went away from home.

How does the ego generally deal with the opposing desires of the id and the superego?

a. By suppressing either id or superego

b. By ignoring both id and superego

c. By giving in to the more powerful, moral urges of the superego

d. By compromising to suit both id and superego

9 Freud postulates that when the ego proves unable to compromise the contradictory wishes of id and superego, neurotic symptoms appear.

Look back at example a. in frame 6, then answer the question.

What might be considered a neurotic symptom in MIDN Puff's case?

a. His continual smoking

b. His compulsion to continually rationalize his smoking, by saying he does it to keep thin, to stay awake, etc.

c. His waiting to start smoking until he left home

d. None of the above

---

10 Match the part of the personality with its description. Use all the numbered items.

a. Superego	1) Storehouse of the libido
b. Id	2) Rational, controlling part, makes behavior socially acceptable
c. Ego	3) Corresponds roughly to the "conscience"
	4) Seat of moral values and uncompromising notions of right and wrong

Now look at Figure 1.

Personality development, according to Freudian theory, follows the same sequence as the physical development of a child. It takes place in periods:

1. Oral period - the baby attains gratification from sucking, and later putting things into the mouth, biting and chewing.
2. Anal period - the child is preoccupied with bowel functions.
3. Phallic-Oedipal stage - the child (usually between age 3 and 5) becomes aware of his sexuality and must resolve the Oedipal complex (attraction toward parent of opposite sex) and identify with the parent of the same sex.
4. Genital stage - the child, beginning in adolescence, becomes emotionally emancipated from his parents and achieves adult sexuality.

Freud hypothesized that deprivation or trauma during any one of three pregenital stages may later result in a fixation at that particular stage, causing personality maladjustment.

Figure 1

11 Personality development, according to Freud, follows the same sequence as the physical development of the child.

Which is true?

a. The personality is more fully formed in the child than it is in the adult.

b. The well-adjusted adult personality is the result of completion of three childhood stages of development.

---

12 Fixation, i.e., arrested psychological development, at one of the pregenital stages is, according to Freudian theory:

a. The final emancipation of the adult personality

b. The source of the id, ego, and superego conflict

c. The result of arrested physical development of the child

d. The cause of personality maladjustments in adults

13 Match each description with the appropriate Freudian term.

Description:

a. Beginning in adolescence, the child becomes emotionally emancipated from his parents and achieves adult sexuality.

b. The child becomes aware of his sexuality and must overcome attraction to parent of the opposite sex and identify with the parent of the same sex.

c. The child is preoccupied with bowel functions.

d. The baby attains gratification from sucking and later putting things into the mouth, biting and chewing.

Stage:

1) Phallic-Oedipal

2) Anal

3) Oral

4) Genital

14 Which of the following interprets personality according to Freudian psychoanalytic theory?

a. MIDN Keen, after seeking psychiatric help, recognizes that the hostility he feels toward a certain professor, is in part due to aggressive feelings he holds toward his father. He has never resolved the Oedipal complex. Demonstrating a phallic-Oedipal fixation, he generalizes his aggressive feelings, directing them toward almost anyone in authority.

b. LT Craft, a division officer, has come to the attention of his Commanding Officer for his outstanding performance. It seems that Craft manages to project a confident self-image to everyone who works with and for him. LT Craft is a typical self-actualized individual.

---

15 Let's turn now to a present-day theory of personality, which like Freud's, was developed in connection with treatment of disturbed personalities. It is Eric Berne's theory of transactional analysis.

Under what circumstances did Berne develop his personality theory?

a. While attempting to categorize traits of healthy personalities

b. While describing historical development of Freud's personality theory

c. While treating emotionally disturbed patients

16 Berne's personality theory is known as:

a. Psychoanalysis

b. Transactional psychosis

c. Transactional analysis

d. Psychosis

---

17 Berne conceives of personality as composed of three "ego states" which are not abstractions like Freud's id, ego, etc., but are demonstrable, identifiable roles, able to be clearly observed by both psychoanalyist or patient.

What distinguishes Berne's ego states from Freud's concepts of id, ego, etc.?

a. Freud's concepts are convenient abstractions which enable qualified psychiatrists to discuss and better understand hidden processes. Berne's concepts are, on the other hand, observable realities, visible even to the patient himself.

b. Freud's concepts are based on laboratory evidence whereas Berne's concepts are generalizations based on his interpretation of Freud's concept of the ego.

Now read Figure 2, on the next page, before going on to frame 18.

Eric Berne uses the term ego state to denote a state of mind and the distinct and related patterns of behavior characteristic of that state of mind. The three ego states are identified and described in the table below.

EGO-STATE	PSYCHIC FUNCTION	CHARACTERIZED BY
Child	Archaeopsyche	Infantile perceptions and non-logical thinking, as of a child.
Adult	Neopsyche	Reality testing and rational thinking, basing assumptions on previous experience, as does an adult.
Parent	Exteropsyche	Submission to parental standards in the manner of a child imitating his parent.

Figure 2

18 What Berne meant by ego states is perhaps best illustrated in the following excerpt from one of his case studies:

> A patient, Mr. Segundo, told the following story:
>
> An eight-year-old boy, vacationing at a ranch in his cowboy suit, helped the hired man unsaddle a horse. When they were finished, the hired man said: "Thanks, cowpoke!", to which the assistant answered: "I'm not really a cowpoke, I'm just a little boy".
>
> The patient then remarked: "That's just the way I feel. I'm not really a lawyer, I'm just a little boy." Mr. Segundo was a successful courtroom lawyer of high repute, who raised his family decently, did useful community work, and was popular socially. But in treatment he often did have the attitude of a little boy. Sometimes during the hour he would ask: "Are you talking to the lawyer or to the little boy?" When he was away from his office or the courtroom, the little boy was very apt to take over. He would retire to a cabin in the mountains away from his family, where he kept a supply of liquor and guns. There he would indulge in childlike fantasies, fantasies he had had as a little boy, and engage in infantile sexual activity.
>
> At a later date, after he had clarified to some extent what in him was Adult and what was Child (for he really was a lawyer sometimes and not always a little boy), Mr. Segundo introduced his Parent into the situation. That is, after his activities and feelings had been sorted out into the first two categories, there were certain residual states which fitted neither. These had a special quality which was reminiscent of the way his parents had seemed to him. This necessitated the institution of a third category which, on further testing, was found to have sound clinical validity. These ego states lacked the autonomous quality of both Adult and Child. They seemed to have been introduced from without, and to have an imitative flavor.

Now, answer the question on the next page.

Select the best explanation of Berne's concept of ego state.

a. Ego state denotes a specific stage in childhood development.

b. Ego state denotes a state of mind and the distinct and related behavior patterns characteristic of that state of mind; one is typical of a child, a second, of an adult, and the third, of a parent as imitated by the child.

c. Ego state denotes the unique patterns of behavior Berne identified in typical adults, parents, and children. The typical personality exhibits signs of only one of the three behavior patterns.

---

19 Berne reports patients observing their own shifts from one recognizable ego state to another during the course of a single interview. How do you suppose this might aid treatment of emotionally disturbed patients?

a. Patients could objectively observe and discuss changes in their behavior, and possibly change it for the better.

b. Patients could learn to accept their parents, thereby resolving the Oedipal conflict through psychotherapy.

c. Both of the above

d. None of the above

20 Match the theory of personality with the appropriate description.

a. Berne's theory of transactional analysis	1) Treats personality in terms of observable realities--i.e. roles
b. Freud's psychoanalytic theory	2) Treats personality in terms of logical constructs helpful in discussion of behavior

---

21 Both Berne's and Freud's theories of personality centered around treatment of disturbed individuals. A contemporary psychologist, Abraham Maslow, concentrated his study on the study of emotionally healthy individuals. His theory of self-actualization explains personality in terms of priorities of needs. (You may recall Maslow's hierarchy of needs which was discussed in an earlier segment.)

How does Maslow's theory of personality differ from Berne's and Freud's?

a. It deals with concepts as opposed to clinically demonstrable realities.

b. It provides a useful framework for discussion of psychological processes.

c. It concentrates on problems of emotionally disturbed patients.

d. It focuses on emotionally healthy, as opposed to disturbed, individuals.

Now, look at Figure 3 on the next page.

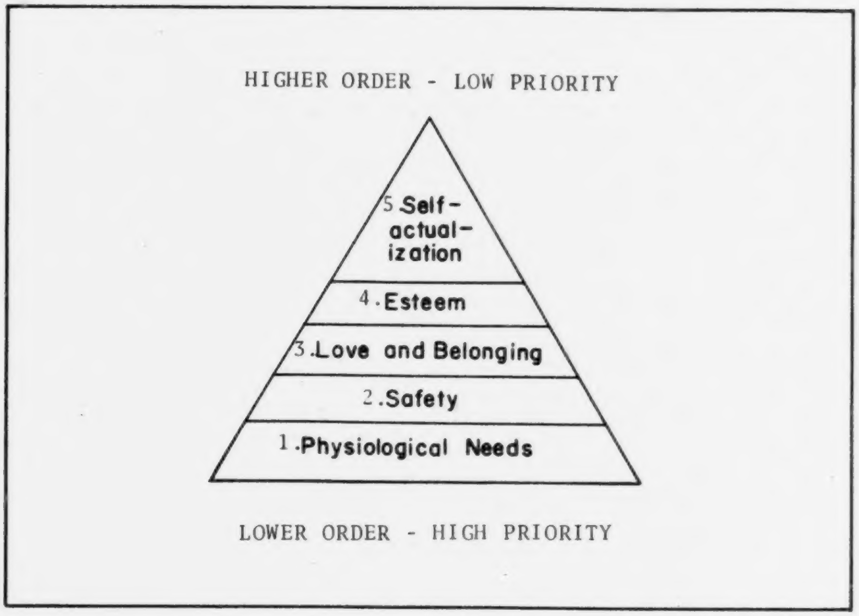
HIGHER ORDER - LOW PRIORITY
5.Self-actualization
4.Esteem
3.Love and Belonging
2.Safety
1.Physiological Needs
LOWER ORDER - HIGH PRIORITY

Figure 3. Maslow's Hierarchy of Needs

22 According to Maslow's hierarchy of needs, which is true?

a. The need for self-actualization is of the highest order, but of the lowest priority.

b. The need for self-actualization is of the lowest order, but of the highest priority.

23 The order in which Maslow listed his needs is significant for two reasons:

1) It is the order in which they tend to appear in an individual's normal physical development.

2) It is the order in which the needs need to be satisfied.

It follows that: (Choose one)

a. If earlier needs are not satisfied, later ones will be.

b. If earlier needs are not satisfied, the later ones are not likely to be satisfied.

---

24 Maslow defines self-actualization, the highest need on his hierarchy, as that of man to develop his full potential. Since this need is weak, and easily overcome by social pressures, or higher priority biological needs, it is rarely, if ever, completely satisfied.

You might conclude that: (Choose one)

a. There are few, if any, completely self-actualized persons.

b. Even partial self-actualization is highly unlikely.

Maslow devised and carefully documented a list of characteristics of self-actualized persons. Some of these characteristics are listed in Figure 4. Look at Figure 4, then answer frame 25.

According to Maslow, self-actualized persons:

Can perceive reality more effectively than most people do and adjust to it.

Can accept themselves and their various characteristics with little feelings of guilt or anxiety and, at the same time, can readily accept others.

Are problem-centered, not self-centered.

Are capable of a deep appreciation for the basic experiences of life, even of things they have done or seen many times before.

Have a deep social interest and identification, in a sympathetic way, with mankind as a whole.

Are democratic in attitudes toward others, showing respect for all people regardless of race, creed, etc.

Have a good sense of humor, tending to be philosophical and non-hostile in their sense of humor.

Are highly creative.

Figure 4. Characteristics of Self-actualized Persons

25 Which best describes the self-actualized person?

a. One who has achieved aesthetic, moral, and intellectual emancipation while at the same time maintaining social and cultural ties.

b. One who has surpassed his fellow men in intellectual, aesthetic and creative areas to a point where he has isolated himself socially and morally.

c. Both of the above

d. None of the above

---

26 Select from the following list, the item which is not one of Maslow's characteristics of self-actualized persons. You may consult Figure 4 in answering.

a. Are problem centered, not self-centered

b. Have a deep social interest and identify in a sympathetic way with mankind as a whole

c. Are strict conformists

d. Can perceive reality more effectively than most people, and adjust to it

27 You can see from what you have learned so far about personality theory, that no one theory can completely explain the complex phenomenon that is personality. You can also see that none of the theories discussed so far can be scientifically proved or tested.

Which is true of Freud's, Maslow's and Berne's theories?

a. All deal with essentially the same one aspect of personality, but using different terminology.

b. Each presents a complete and foolproof explanation of the complex phenomenon known as personality.

c. Each casts useful light on certain aspects of personality while ignoring other aspects.

---

28 Now we come to a fourth theory of personality which, unlike the three we have so far discussed, does lend itself more readily to scientific verification. It is what we shall call for convenience behavior-learning theory of personality.

In what respect does behavior-learning theory differ from Freudian, Maslovian, and Transactional analysis theories of personality?

a. It deals with the behavior of individuals in an attempt to explain their personality structure.

b. It lends itself more readily to scientific verification.

29 We shall use the term "behavior-learning theory" to denote any and all of those theories of personality which stress the behavioral relationship, that is, the relationship between stimulus and response.

Behavior-learning theory of personality would be likely to stress which of the following?

a. The special conditions of stimulus and response under which a personality develops

b. The instinctual behavior with which each individual is born

---

30 Skinner and other behaviorists fall under the general category of behavior-learning personality theorists, as well as Miller and Dollard, with their theory of reinforcement.

Skinner, like Miller and Dollard, would probably define personality as:

a. "The inborn tendency of the human organism to achieve its full potential."

b. "That organization of unique behavior equipment which each individual has acquired under the special conditions of his particular history of learning."

c. "The only measurable evidence that there is a connection between stimulus and response within the human organism."

31 Behavior-learning theory stresses the influence of an individual's environment on the development of his personality. Environment includes here not only physical conditions, but also social contacts (parents, associates, peers, teachers).

How might environment affect the development of personality?

a. It shapes the individual's behavior by either reinforcing, not-reinforcing, or suppressing responses.

b. It provides a setting in which the individual may respond to internal stimuli in the form of needs.

32 Behavior-learning theorists would say that basic personality differences among men are due, in part, to each man's unique history of learning.

The fact that identical twins, born with the same hereditary "equipment", have different personalities might be explained by a behavior-learning theorist in which of the following ways?

a. Personality differences in the twins exist, in part, because of each one's unique history of learning, sequence of experiences, associations, etc.

b. Personality differences in the twins exist because no two persons can possibly undergo exactly the same sequence of interactions with the environment, have the same associations, undergo the same experiences.

c. Both of the above

d. None of the above

This is the end of Programed Sequence 2. Now, take the Summary Post-Quiz 2 on the next page.

Summary Post-Quiz 2

Theories of Personality

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following statements best describes the four theories of personality: Freudian, Maslovian, transactional analysis and behavior-learning theory?

   a. Each theory places central importance on states in infancy that determine later adult action, and each requires the occurrence of deprivation or trauma to fix neurotic behavior patterns in the personality.

   b. Freudian theory and transactional analysis both describe psychic structures and are useful in describing disturbed personalities. Self-actualization and behavior-learning theories emphasize normal behavior.

   c. All four of the theories make the fundamental assumption that man is basically good, but that his personality is determined by forces over which he has minimal control.

   d. All of the theories place central importance on the behavior-learning theory concepts of reinforcement, punishment and extinction.

2. The following is an excerpt from a psychiatrist's report on a seaman referred to him for treatment.

Select the personality theory which best suits the interpretation

> Seaman Deck exhibits signs of excessive meekness, causing him to be ineffectual as a supervisor of work details, and making him the bait of many cruel jokes among the crew. He revealed, during the course of my treatment, intense aggressive feelings toward his shipmates, and voiced a desire to lash out at them. These hostile tendencies are associated with aggression Deck felt when he was a child toward his errant, alcholic father. Deck's meekness appears to be a neurotic attempt to cope with an unresolved Oedipal situation. The aggressive urges of the id are in direct opposition to the desires to conform to social norms as imposed by the superego. The ego, in an attempt to resolve this conflict, dominates and is expressed in the form of excessive meekness. Deck's meekness is really displaced aggression.

Upon which of the following theories of personality did the psychiatrist base his description?

a. Behavior-learning theory

b. Transactional analysis

c. Self-actualization-Maslow

d. Freudian-psychoanalytic

3. Match each term or group of terms in the left-hand column with the appropriate theory. Be sure to match every lettered item.

a. Neopsyche
   Archaeopsyche
   Exteropsyche

b. Libido

c. Stimulus-response

d. Reinforcement

e. Oral stage
   Anal stage
   Phallic-Oedipal stage

f. Hierarchy of needs

g. Self-actualization

h. Parent ego state
   Adult ego state
   Child ego state

1) Maslovian theory

2) Freudian psychoanalytic

3) Transactional analysis

4) Behavior-learning theory

---

4. Which theory of personality is reflected in the following paragraph?

> People living in a poor society will be most concerned with physiological and safety needs. Those in an affluent society, on the other hand, will manage to satisfy the lower needs and be more preoccupied with the higher needs, e.g., for love and belonging.

a. Maslovian theory

b. Behavior-learning theory

c. Transactional analysis

d. Freudian psychoanalytic

5. Which of the following statements best describes the relationship between personality and behavior-learning theory?

a. Behavior in a given situation can be modified by personality in accordance with the laws of learning, such as reward, punishment, and extinction.

b. The term "personality" refers to the overall impression that a person makes on those in his environment as a result of similar patterns of behavior that he has learned from his parents, siblings and peers.

c. The nature of an individual's personality is completely independent of and unrelated to his capacity to learn.

d. Personality is simply another aspect of human behavior, and so can be explained by the principles of learning theory, such as reinforcement, punishment, and extinction.

Now, check your answers on page 64.

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ANSWERS TO SUMMARY POST-QUIZ 2

1. b
2. d
3. a-3, b-2, c-4, d-4, e-2, f-1, g-1, h-3
4. a
5. d

This is the end of Part Two, Segment IX.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO
INDIVIDUAL BEHAVIOR

Segment IX
Personality

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

PERSONALITY

PROGRESS CHECK

Question 1.

Which comparison of different views of personality is correct?

a. The social-stimulus and the trait viewpoints stress the individual's behavior, whereas the remaining view stresses the thoughts and feelings of others about him.

b. The self-image view stresses the individual's subjective view of his behavior, whereas the other views all stress measurable, objective observations of the individual's behavior.

c. The social-stimulus view emphasizes the perception and reaction of others about an individual, while the remaining views emphasize the ideas and behavior of the individual himself.

d. None of the above

Question 2.

Which of the following statements accurately describes the view of personality as "self-image"?

a. All the actions of an individual, which are then interpreted in toto as his personality, are done for the sake of the self of that individual.

b. The personality of an individual is simply the way in which he thinks about himself.

c. Other individuals in our society are constantly projecting their expectations, or images, on our own self, and it is in conformance with these expectations that our personality is formed.

d. The separate entity known as the self is only an image reflected by the perceptions and reactions of others in our environment; thus, personality can be considered to be only the sum total of the effects of the self on others.

Question 3.

Select the best comparison(s) of the four theories of personality.

a. Both Freudian and transactional analysis theory account for maladjustment in terms of fixation at the early stage of development. Learning theory and Maslow's theory are less concerned with personality maladjustment, but stress instead, factors which can be observed in healthy, well-adjusted personalities.

b. Self-actualization theory and Freudian theory are more similar than either transactional or behavioral theory and Freudian theory.

c. All four theories can be proved on the basis of clinical evidence.

d. All theories generally agree that personality is for the most part innate.

Question 4.

Which of the following statements best describes the four major theories of personality?

a. Freudian theory and transactional analysis both describe psychic structures, while self-actualization and behavior-learning theories emphasize normal behavior.

b. Each theory places central importance on states in infancy that determine later adult action, and each requires the occurrence of deprivation or trauma to fix neurotic behavior patterns in the personality.

c. All four of the theories make the fundamental assumption that man is basically good, but that his personality is determined by forces over which he has minimal control.

d. All of the theories place central importance on the behavioral concepts of reinforcement, punishment and extinction.

Question 5.

ENS Smith has been referred to a base psychiatrist because of an obvious change in his behavior. Formerly an outstanding officer, Smith appears to have lost all initiative and pride in his work. He expresses an interest only in eating, sleeping, drinking, and sex. The change in Smith's behavior occurred shortly after he was assigned to duty under a new Commanding Officer, one who was noted for his strict authoritarian approach. The psychiatrist discusses Smith's case as follows:

> ENS Smith's behavior reflects a neurotic resolution of the conflicting desires of his id and superego. His id rebels against the bossy, authoritarian attitude of his new Commanding Officer, and would like to exhibit hostility toward him. His superego, on the other hand, prevents him from expressing his hostility overtly, and tells him it is "wrong" to question or resist authority. The resulting behavior, passivity and listlessness, is in fact a socially acceptable form of rebellion against the authority figure.

The psychiatrist's interpretation of ENS Smith's problem reflects the influence of which theory of personality?

a. Freudian

b. Self-actualization

c. Transactional analysis

d. Behavior-learning

Question 6.

CPO Taylor is known as a tough yet gentle man. He accepts himself and others "as is," yet he does not resist change. He does not get bored easily, even by repeated problems, and is concerned with the problems themselves, not with whether or not he is successful in solving them. Taylor can question cultural values, yet not rebel against them for the sake of rebellion alone. His sense of humor is patient and philosophical, not cruel or sadistic.

The above manner of describing CPO Taylor comes closest to which of the following theories of personality?

a. Behavior-learning

b. Psychoanalytical

c. Transactional analysis

d. Self-actualization

Question 7.

Which of the following groups of characteristics does not belong on Maslow's list of characteristics of self-actualized individuals?

a. Shows respect for all people regardless of race, creed, etc.

Has problem centered, as opposed to self-centered, approach to life

Can perceive reality more effectively than most people and adjust to it

b. Accepts himself and others easily

Is capable of a deep appreciation for the basic experiences of life

Has a deep social interest and identification, in a sympathetic way, with mankind as a whole

c. Has strong need to distinguish himself among mankind in general

Shows restraint as opposed to spontaneity

Has self-centered, as opposed to problem centered, approach to life

d. Is highly creative

Possesses a well-developed non-hostile sense of humor

Is democratic in attitude toward others

Question 8.

LTJG Barnes has been having difficulties lately taking his job seriously. His work has become minimum in quality, and he complains frequently of not being able to keep his mind on what he is doing. When asked what he thinks about during the day, he says that he feels more like a little boy playing sailor than a mature man doing an important job. He alternates between periods of fruitful activity in which his neopsychic function appears dominant, and periods of daydreaming and incessant tidying of his desk, uniform, etc., in which his job seems just a game, and his archaeopsyche appears dominant. Then, occasionally a third function, that of the exteropsyche, is apparent. In this state, he chides himself for his childish, irresponsible behavior.

LT Barnes's patterns of behavior are described above according to which of the following theories of personality?

a. Transactional analysis

b. Self-actualization

c. Behavior-learning

d. Psychoanalytic

Question 9.

The best description of the relationship between personality and learning is:

a. Learning is one of the basic processes involved in the formation of personality and an important reason for differences in personality.

b. Personality is the basis of the development and adjustment of learned behavior, and an important reason for differences in learning.

c. Differences in personality are basic to the understanding of processes in the acquisition and adjustment of learning.

d. Acquisition and adjustment of differences in behavior is basic to the understanding of learning and personality.

Question 10.

One accepted definition of personality as employed by behavior-learning theorists is:

a. Personality is a function of immediate forces acting on the individual without reference to any organizational factors or developmental history.

b. The sum total of all the experiences of the individual acting at a given moment in time is considered to be his personality at that time.

c. Personality is not measurable or able to be scientifically described, therefore it should not be considered relevant to learning theory.

d. Personality is that organization of unique behavior equipment that an individual has acquired under the special conditions of his particular history of learning.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Two SEGMENT IX

REMEDIATION TEXT Syndactic Text VOL-II-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1: Pages 1-4
2	b	Summary 1: Page 1
3	a	Summary 2: Pages 21-29
4	a	Summary 2: Pages 21-29
5	a	Summary 2: Pages 21-23
6	d	Summary 2: Pages 26-28
7	c	Summary 2: Pages 26-27
8	a	Summary 2: Pages 23-25
9	a	Summary 2: Pages 28-29
10	d	Summary 2: Pages 28-29
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

PROGRAM FRAME ANSWERS

PART TWO

Segments VI, VII, VIII & IX

PROGRAM FRAME ANSWERS

PART Two SEGMENT VI TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	a
2	c
3	c
4	a
5	b
6	a-1,4 b-2,3
7	b
8	b
9	c
10	b
11	c
12	a-1,2,3 b-4,c-5
13	a
14	a
15	b
16	a-1,2,3,6 b-4,5
17	b
18	a-5,b-2,3 c-1,4
19	b
20	a
21	c
22	b
23	c
PROGRAMED SEQUENCE 2	
1	a
2	a
3	b
4	b
5	1-c,2-a 3-b
6	a-3,b-2 c-1
7	a-2,b-3 c-1
8	b
9	a-2,b-3 d-1
10	a
11	b
12	a-2,b-1
13	b
14	a
15	a-3,b-2 c-4,d-1
16	a-3,b-1 c-4,d-2
17	a-1,3,4 b-2;c-6 d-5
PROGRAMED SEQUENCE 3	
1	a
2	b
3	d
4	a-4,b-5 c-2,d-1 e-3
5	a-1,b-2 c-3,d-4 e-5
6	b
7	b
8	a
9	b
10	b
11	a
12	b
13	a
14	a-3,b-2 c-1
15	1-c,2-e 3-b,4-a 5-d
16	a
17	b
18	b
19	b,d,e
20	a
21	a
22	c
23	b,c
24	b
25	a
26	c
27	a-2,b-1
28	a
29	a
30	b,c,d
31	a
PROGRAMED SEQUENCE 4	
1	b
2	a
3	c
4	b
5	a
6	b
7	a-1,b-2
8	a-5,b-2 c-1,3,4

PROGRAM FRAME ANSWERS

PART Two SEGMENT VII TYPE Syndactic Text PAGE 1 OF 2 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	c
2	c
3	NO RESPONSE
4	a,b,d
5	c
6	b
7	b
8	a-1,b-2
9	b
10	a-2,b-1
11	a-2,b-1
12	a
13	b,d,e
14	a,c,d
15	c
16	a
17	c
18	a-2,b-1 c-3,d-3
19	a-3,b-1 c-4,d-2
20	b
21	a-4,b-1 c-2,d-3

FRAME OR QUESTION NUMBER	CORRECT ANSWER
22	a-2,b-2 c-1,d-2
23	a-1,b-2
PROGRAMED SEQUENCE 2	
1	b
2	b
3	b
4	b
5	a-1,b-2
6	a
7	a
8	b
9	a
10	c
11	a
12	c
13	a-4,b-2 c-1,d-3
14	a-1,b-3 c-2
PROGRAMED SEQUENCE 3	
1	b
2	a
3	a-2,b-4 c-1,d-3
4	a,b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
5	a-2,b-1
6	a-1,b-2
7	a
8	a-1,b-3 c-2
9	c
10	a
11	b
12	b
13	a-1,b-2
14	a
15	a
16	b
17	a
18	c
19	a
20	d
21	b
PROGRAMED SEQUENCE 4	
1	a
2	a
3	a
4	a

FRAME OR QUESTION NUMBER	CORRECT ANSWER
5	a
6	a
7	d
8	b
9	a
10	b,c
11	a
12	c
13	c
14	b
15	a
16	b
17	a
18	a
19	a-2,b-1 c-4,d-3
20	b
21	a,c,e, h,i,j
22	b
23	a
24	b
25	a
26	c

PROGRAM FRAME ANSWERS

PART Two SEGMENT VII TYPE Syndactic Text PAGE 2 OF 2 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
27	a-1,c-3 b-2,4
28	a
29	b
30	a-2,b-3, c-1
31	b
32	b
33	a
34	a-1,b-4 c-3,d-2
35	c
36	a
37	a-4,b-2 c-5,d-6 e-3,f-1
38	a
39	a-5,b-1 c-3,d-2 e-4,f-7 g-6
40	b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
41	a
42	b
43	d
44	a
45	a
46	b
47	a
48	b
49	a-2,b-1 c-3
50	b
51	b
52	a-1,b-3 c-2,d-3 e-5
53	b
54	a
55	a

PROGRAM FRAME ANSWERS

PART Two SEGMENT VIII TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	b
2	b
3	b
4	c
5	a
6	b
7	b
8	a
9	a
10	b
11	b
12	c
13	b
14	c
PROGRAMED SEQUENCE 2	
1	c
2	b
3	a
4	c
5	c
6	a
7	a
8	c
9	a
10	a-3;b-1 c-2
11	c
12	c
13	a
14	a
PROGRAMED SEQUENCE 3	
1	a
2	b
3	b
4	b
5	b
6	c
7	c
8	a
9	c
10	b
11	a-2,4 b-1,4
12	a
13	b
14	a
15	a
16	b
17	b
18	a
19	b
20	a-2;b-4 c-1
21	a
22	a
23	a
24	b
25	a-1,5 b-2,3
26	b
27	a
28	a
29	b
30	a-1,3 b-2,4
31	b
32	a
33	b
34	a
35	a-3,4 b-1,2
36	a-2,4,5,6,8,9 b-1,3,7,10,11,12
37	b
38	a

PROGRAM FRAME ANSWERS

PART Two SEGMENT IX TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	b
2	c
3	c
4	a-2,b-3
5	b
6	c
7	a
8	a
9	a-3,b-2 c-1
PROGRAMED SEQUENCE 2	
1	c
2	a,c,d
3	a
4	a-4,b-1,2 c-3
5	d
6	a
7	b
8	d
9	b
10	a-3,4 b-1,c-2
11	b
12	d
13	a-4,b-1 c-2,d-3
14	a
15	c
16	c
17	a
18	b
19	a
20	a-1,b-2
21	d
22	a
23	b
24	a
25	a
26	c
27	c
28	b
29	a
30	b
31	a
32	c